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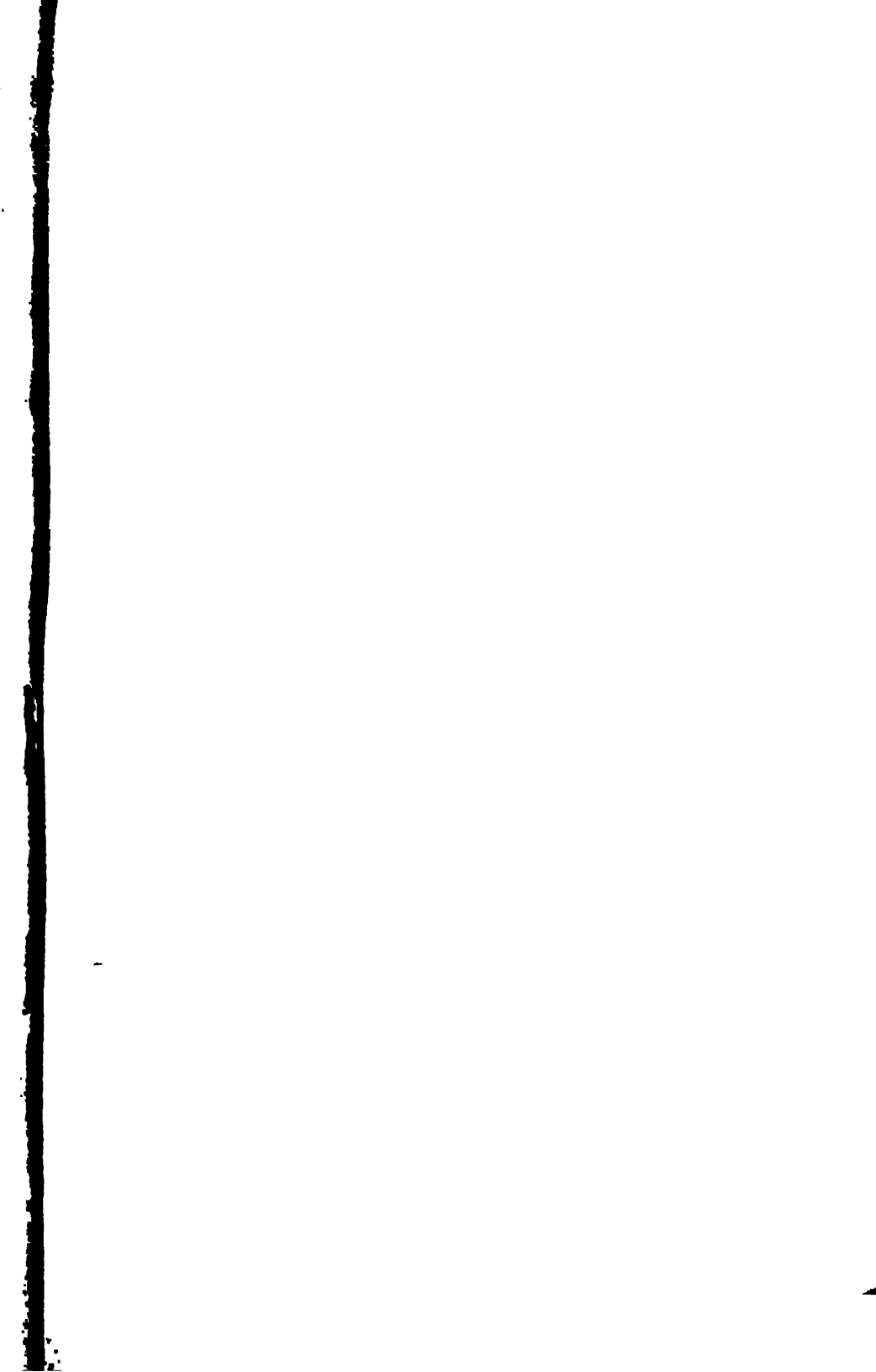
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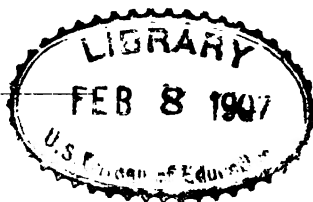
DEPARTMENT OF
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VOLUME LIII

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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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JANUARY, 1904.

No. 1

A New Year's Day Prayer

By WM. HAWLEY SMITH

To be Sung to the Tune of Uxbridge.

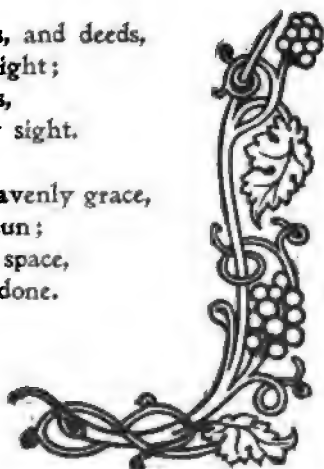


ONCE more we greet the glad New Year,
With hope, and faith in God above;
From out our hearts we banish fear,
Sure of our Heavenly Father's love.

We give Thee thanks for all the past,
We pray for strength for coming days;
And now, and then, and first, and last,
Help us to know Thy righteous ways.

May all our thoughts, and words, and deeds,
Accord with Thine Eternal Right;
Our prayers be only as our needs,
Our praise be worthy in Thy sight.

May health, and strength, and heavenly grace,
Be ours with each recurring sun;
But come what may, in time or space,
Help us to say, Thy will be done.



SCHOOL REVENUES.

While there seems to be considerable difference of opinion relative to some of the provisions of the proposed School Code, there is unanimous and cordial agreement that the one essential and all important factor in any school is a first class teacher. To secure and retain first class teachers it is absolutely necessary to pay salaries which will offer some inducement to persons of ability and character to take the time and expend the money necessary to secure the education which is an essential qualification for successful teaching.

In discussing this subject editorially in the MONTHLY for January, 1903, the following statements were made which we reproduce in this connection as being expressive of our convictions relative to this very important question:

While love for the work should be the ruling motive on the part of the teacher, a good salary is a wonderful stimulus to the growth of such love and we have neither sympathy nor patience with the sentimental gush we sometimes hear to the effect that the rewards of the teacher are so numerous both intellectually and spiritually that he **should be willing to do and die** in the glorious cause of education even at a starvation salary. We have always noticed that such unselfish patriots as preach this heresy draw their salaries at regular inter-

vals and accept an increase whenever it can be secured.

The demands upon the teacher are constantly increasing in number and difficulty as our civilization grows more complex and the problems incident to it more difficult of solution. Even in the home there is a growing tendency to shift responsibility and load upon the already overburdened teacher many duties which the parents should perform, and some old-fashioned, but honest and thoughtful people are beginning to wonder what the outcome will be. In fact everything connected with the work of the teacher is rapidly increasing *except his salary*.

Some cities and states are legislating upon this question and we earnestly suggest that it is time for Ohio to act. We are informed that the recently enacted law of Indiana fixes the minimum salary to be paid any teacher in that state at \$40.00 per month, and that is surely low enough. Even with a school year of nine months, the yearly salary would be only \$360 and how, we submit to any one who has either judgment or conscience, can any self-respecting teacher *exist* on less, let alone any thought of any outlay for additional training or self-improvement?

The whole teaching force of the state should arouse themselves to their just rights and insist in every fair and reasonable way that these rights be recognized, and when the School Code of the state is to be revised they should be heard and their just rights written into law.

We believe that the people of Ohio who love their public schools are willing to pay *good teachers good salaries*. We do not believe that they are willing that the statement made several years ago by Hon. Nathan C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, that in some counties of his state more money per capita was expended upon paupers than upon public school teachers, should apply to any county or district in Ohio.

It is no doubt true that in the majority of districts in our state, it is possible under the present law to levy a sufficient amount to pay fairly good salaries to teachers. Unfortunately it is also true that in too many instances the full levy is not made and teachers are not paid what is their just due. It is also true that in some of the poorer districts of the state, the full limit of the levy allowed by law will not produce sufficient funds to pay even fairly good salaries for even the short term the schools must remain open each year as required by law. All these actually existing conditions, must not be lost sight of in the consideration of the important question of School Revenues — a question whose proper solution lies at the very foundation of the future success and development of our public school system.

In view of the importance of

this question which is being carefully considered in all sections of our country and which is now the subject of special investigation by a special committee of the National Educational Association, we most heartily endorse and commend the action which has resulted in calling a special meeting of the Superintendents' Section of the Ohio State Teachers' Association to consider ways and means for increasing the school revenues of the state.

At an informal meeting held in Columbus a short time since, President Thompson of O. S. U., Supt. Cox of Xenia, and Commissioner Bonebrake, were selected to present the subject to the special meeting previously referred to. Believing that an abstract of what they have to present would be of interest, not only to the regular readers of the MONTHLY, but also to all who might attend the meeting, we herewith present such abstracts with the hope that they may form the basis of such a discussion of the subject by those present as will lead to such an increase in our school revenues as will make it possible to pay the teachers of Ohio salaries, in a degree at least, commensurate with their faithful services to the state.

We trust a personal word is not out of place in this connection. We can not fully express our deep regret that, while we seem to be on the road to complete recovery of

health, the over-worked nerves are not yet strong enough to make it advisable to risk the strain of attendance upon the meetings where these questions are to be considered. Our heart is in the work and we trust that the results of the discussions will be better salaries, better teachers, and better schools.

The following are the abstracts of papers, presented on the subjects named on the program, in the order in which they reached us for publication:

WAYS AND MEANS OF RAISING REVENUES FOR PUBLIC SCHOOLS.

By W. O. Thompson.

I am requested to speak briefly upon the question of school revenues. The understanding is that all school men desire more revenue for the public schools and this paper is expected to suggest methods of securing them.

First, the sources of revenues for public schools are chiefly two, namely: that provided by the levy for State purposes which after collection is returned to the counties in proportion to their school enumeration. (2) The chief source, however, is the levies authorized by law and applied locally. It is evident at the outset that only three general methods of securing an increased revenue are possible. (1) To increase the levy for State purposes and thus increase the amount distributed; or (2) to increase the local levy for educational pur-

poses; or (3) to provide some new source from which revenues may be secured.

In the discussion of these three methods it may be remarked in the first place that there is little disposition on the part of State officials to increase the levy for State purposes; indeed the strong probabilities are that the levy for State purposes will be entirely abolished within a few years. This does not mean that the common schools, normal schools, and universities will not then receive as much as at present but that the money will be provided in some other way. It is worth noting as we pass, that the present levy of 1.35 is entirely for educational purposes save probably 4-100 of a mill.

At present there is a levy of 18-100 of a mill for sinking fund purposes. That sinking fund provides for the interest on the irreducible debt which is really a trust fund held by the State for educational purposes. It will require the equivalent of about 14-100 of a mill at present valuation to pay the interest of this trust fund, commonly known as "the irreducible debt." If it is wise for the State to be relieved of the burden and nuisance of a levy for State purposes, it cannot in any wise be to the damage of the cause of education. What is good policy for the State ought eventually be good policy for education. It does not seem at all probable, therefore, that we

may hope for any increased revenue from the State levy.

A second remark may now be made concerning the local levies. The statutes provide for local levies for education, fixing the maximum rate. In very many districts of the State there is a feeling that the local levies ought not to be increased. In other places the possibilities of revenues have been greatly decreased by appraisement of land and assessment of other property. The complications that arise over a State system of taxation of land and which find expression through the vagaries of the State Board of Equalization, render it impossible to secure such a valuation of land as will enable local communities to do the things they are really willing to do for education. So long, therefore, as the State levy exists there will be a decided tendency to keep down valuation and many communities will have less revenues than they will have when the State levy is absolutely abolished. This source of revenue, therefore, gives little promise of any considerable relief.

A third consideration now is the development of new sources of revenue. We need to keep in mind that the schools are living under a constitution adopted a half century ago and that the methods now prevailing were provided to meet conditions then existing. Since that time new forms of wealth and of business have sprung up. The

general condition of the country has greatly improved; the wealth has been multiplied many times and the methods of taxation are still the same old, antiquated methods. It is a sound principle of taxation that taxes should be paid from the products of industry. In the last analysis all taxes are paid out of income. If this is not true then to that degree taxation is confiscation. It seems entirely clear, therefore, that a new system of taxation should be inaugurated so that the wealth producing enterprises should carry the burden of civilization. Considerable progress has already been made by the State of Ohio in the last few years. The statute commonly known as "The Nichols Law" provided for taxing express companies, telephones, franchises, and some of the newer forms of wealth. The last legislature has made a beginning in taxing corporations and certain forms of business. Experience has proved that this legislation was in the right direction. At the same time the State cut off its levy for State purposes more than one-half. It now remains for the further development of this method of securing revenues in order to abolish completely the levies for State purposes and to lay the burden of the State upon the enterprises that are producing wealth. Before the levy for school purposes can be abolished the State must add practically \$3,000,000 to her general

revenue fund before any increase of any considerable amount can be provided.

By way of conclusion a few brief statements may be made. First. It may be safely assumed that the State of Ohio, being free from all indebtedness and in a state of healthful growth, is able to pay all necessary and ordinary bills. The State of Ohio can take care of her public schools easily. It seems, therefore, an imperative duty at the time when a new code is liable to come into operation that the State should provide some new and advanced methods of securing the revenues necessary to maintain and operate the public schools. No question is of more vital importance and no interest of the coming legislature should have more thoughtful consideration.

(2) It is worth while to remember that the State officials, having in charge not only the revenues, but the method of raising revenues, are of necessity careful, conservative men. They ought to be such. It is eminently proper, therefore, as it seems to me that school men should be clear; should be intelligent, sympathetic and co-operative at this juncture. It is fair to assume that these officials will treat with great respect any expression of opinion that the school teachers of Ohio may agree upon.

We have a two-fold duty therefore, namely: To create and maintain throughout the State a senti-

ment in favor of larger things for education and (2) To bring this sentiment to bear upon State officials in order that they may know and appreciate the public mind upon such questions.

PROFESSIONAL PAY FOR PROFESSIONAL TEACHERS.

By Edwin B. Cox.

Some years ago, it was my good fortune to listen to an address at Dayton, in which the speaker in unfolding his subject carried his hearers into realms of thought, emotion, and determination far beyond their ordinary reach; yet he did not use any flights of oratory or impassioned speech, but, without gestures, he simply spoke right on. Few who heard that address will ever forget the inspiration and uplift received that day by his masterly presentation of facts.

While I am fully aware that it is not within my power to stir your souls as they should be stirred, yet I hope to present you some facts to think about and thereby, I trust, you may be aroused to the degree that you will take hold of this subject and by studying it more thoroughly than ever before not only acquaint yourselves, but your respective communities with the deplorable condition of affairs in respect to the wages that are now paid teachers.

A vigorous campaign of education is sorely needed in Ohio in

order to awaken the public mind to its own interests with regard to its schools. The possibilities of our public schools have never been realized, in any such degree, as they should. The explanation for this is that so many communities do not know what a good school is; they have never had one, hence they have nothing to compare with. But another more potent reason is their unwillingness to pay salaries sufficiently large to command the services of professional teachers. Poor salaries, poor teachers; this condition perpetuates itself indefinitely. Because the salaries are so meager, teachers are unable to qualify themselves either educationally or professionally.

The time is at hand, when professional educators must get together and devise means whereby larger revenues can be raised for the schools. But it should be definitely understood at the outset that the most pressing need is to provide more tuition funds for the sole purpose of increasing the salaries of the grade teachers of the cities and villages and of the teachers of the district schools in the country. There ought not to be any suspicion of selfishness upon the part of the superintendents of the State engaged in this movement. The sole purpose that has brought this body together is to consider ways and means of increasing the pay of the grade teachers in town and country.

Yet, I am free to admit, that I do hope to gain something by this because it will bring a better class of teachers into the schools and make the schools more efficient.

An appeal to the sound common sense of the people to break away from the traditional notions and prejudices will surely be met with generous responses.

We are told, that it is in the interest of every community not to degrade its laboring force, but to elevate it by making it more intelligent and capable, and if we mean thus to make it more efficient and to elevate it, we must not kill its ambitions, but stimulate those ambitions, by opening all possible opportunities for their exercise. Neither can efficiency and capability of teachers be secured by killing their ambitions, but can be secured by opening up opportunities for their advancement and promotion. It is through this means, as it seems to me, that professional work will come into the schools. Too long have the schools suffered for its lack. Is it not possible that something can be done this winter to influence legislation to raise school revenues sufficient to pay, at least, a living wage to the teachers?

All sorts of suggestions in the way of curative legislation are now being made. After all is said and done, the real interests of the children are centered in the person who is their teacher. Now, I am

inclined to think that, if school revenues can be increased so that teachers will receive professional pay for professional teaching, at least the *great* panacea will have been found.

An examination of the report of the School Commissioner for 1902 shows that the average salary paid to men teachers is \$35.00 per month, and to the women teachers \$33.00 per month. It shows, also, that 40 counties in Ohio paid less than \$35.00 to its men and that 49 counties paid less than \$33.00 to its women, teaching from six to eight months in the year. Ash-tabula county paid the munificent sum of \$25.00 to its men and \$24.00 to its women; Monroe county paid \$29.00 and \$27 respectively; and so I might go on through half the counties of the State. This, however, is not the worst of it, for these are the *average* salaries in these counties; it is evident that there must be many teachers receiving still lower wages than the average. It is a fair estimate to say that in at least in half the schools of twenty counties, teachers are receiving salaries ranging from \$20 to \$30 per month. Only the other day I received a letter from a county rich in mineral wealth, in which the statement was made that a teacher was teaching a room in a village, where there were six or eight teachers, at \$25.00 per month and the enrollment of her school was

160 pupils. A little investigation along these lines will simply astound and amaze anyone who makes it. The following table, taken from a notable article on the salary question in Iowa by William E. Curtis, will show the average monthly salaries paid to the school teachers in the Central States; it will be noticed that Ohio is at the end of the list, much to the chagrin of every progressive citizen of the State:

	Per month	
	Men.	Women.
Wisconsin.....	\$67.90	\$35.50
Illinois.....	59.64	50.69
Indiana.....	48.25	40.25
Michigan.....	47.79	34.95
Minnesota.....	45.50	34.78
Nebraska.....	42.57	36.14
Missouri.....	42.50	40.50
Kansas.....	39.26	34.29
Iowa.....	37.01	31.45
Ohio Report 1902..	35.00	33.00

The 11,771 teachers necessary to supply the elementary schools of the township districts give instruction for an average of 31 weeks or 7 $\frac{1}{2}$ months. The average cost of tuition per pupil on total enrollment in the same schools is \$10.00 or \$1.29 per month, and \$1.00 per month in the separate districts of the State.

It would seem that a rich, prosperous, and progressive state like Ohio could afford to pay a little more than \$1.29 per month for the education of its children in the

elementary schools of the townships and more than \$1.00 per month in the schools of its villages and cities.

The trouble in Ohio arises from two or three causes. Many of the counties rich in mineral wealth are too poor to furnish sufficient revenue by paying a high rate of taxation for the maintenance of its schools. Other counties have such low valuation that even at a high rate of taxation sufficient revenue to conduct the schools, as they should be conducted, is not forthcoming. But the fault in too many instances is in the township boards of education; they are simply too economical in their management of the schools; they do not provide funds sufficient when they have the power; their treatment of their teachers cannot be regarded otherwise than niggardly and stingy.

Miss Margaret A. Haley of Chicago, who has done so much for the teachers of that city upon this question has stated the case so admirably that I quote from an address of hers.

"Teaching should be a profession, the same as law, medicine, and the ministry; it should not be a side issue, a mere makeshift or stepping-stone to something more lucrative or permanent. It will never reach the dignity of a profession nor command the entire time and the best powers of the best minds, either of men or women, until the conditions under

which the work is done make it worth while to prepare for teaching with the idea of remaining at it. This means that the standard of entrance qualifications, academic and professional, must be raised, the tenure of office must be certain during efficient and good behavior, the teacher must be recognized as an educator and accorded a voice in the decision of questions of educational policy, and, lastly, as a foundation for these the teacher during active service must have a salary adequate to meet the increased demand incident upon this higher professional standard, and increased cost of living, and afterward provision for old age pensions.

"The compensation for teaching is at present so low that it is impossible to make the preparation for teaching. The average yearly salary paid to the women teachers of the United States would not keep a carriage horse in Chicago. In addition to that, as long as a horse is able to do its work he is sure of his keep, and the public would condemn one who would take all that the animal had to give in the best years of his life, and then turn him out on the highway to starve, yet this is the lot of teachers everywhere in the United States from Maine to California except in New York City.

"The ideals of teaching and the meaning of education have undergone a complete change since the

days of our grandfathers, when the teacher was a contrivance for imparting lifeless facts. The modern conception is the sympathetic contact of the mind of the teacher with the mind of the growing child, in which the facts taught are incidents and not essentials. It mattered little with the old ideas whether a teacher had 30 or 60 pupils, but the teaching of today, which demands the development of the individuality and personality of each child, is impossible, when from 60 to 100 children are found herded together in one room under one teacher throughout the entire country.

"No greater mistake can be made than to regard these as solely questions affecting the interests of teachers. While the teacher is the immediate victim, the public is more vitally interested, for the foundation on which our democracy and our civilization rests is endangered by the destruction of the power of personality, individuality, and initiative in both teachers and pupils."

STATE AID FOR WEAK DISTRICTS.

By Lewis D. Bonebrake.

The General Assembly which is to convene next Monday in Columbus will, in all likelihood, be confronted with as grave educational problems as any General Assembly in thirty years. The last revision of the school code was made on

May 1, 1873, when Hon. Thomas W. Harvey was State Commissioner of Common Schools. Since then many additions and amendments have been passed, and many special laws incorporated therein. Among the matters to be passed on by the forthcoming General Assembly are the following: The definition and classification of the several styles of school districts; the number, character, powers, duties, and manner of election of school boards; the question of providing proper supervision for all the districts, and the powers of the superintendents; the duties and powers of examiners; and, perhaps even more important for the teachers of the state and the real efficiency of the school system, the question of providing adequate revenues and the proper and equitable distribution of the same.

The duty assigned me at this time, concerns one phase of the revenue problem, viz: the securing of state aid to the weak districts of the state. In the very beginning of this discussion allow me to remind you that, historically speaking, it has been the policy of Ohio to build its school system by utilizing two units of taxation—the one being the state at large for all the districts, the other the local school district unit, all revenues arising therefrom being for exclusive use in the district itself.

Briefly stated, the local levy antedates the general state levy, the

first mention of a school tax being in the law of 1821, said tax being limited to one-half of state and county taxes. The acts of 1825 and 1827 were even stronger. In all the laws relating to this subject prior to 1838, and to a degree thereafter, it was required that each parent or guardian furnish his quota of fuel, but gradually the custom died out and after a time no such provision was made in the law; with it also went the voluntary payment of tuition as supplementing the school funds. The act of 1838 is significant in the phrase which required the township clerk to make an estimate of the money required in addition to the distributable funds "to provide at least six months good schooling." A full history of the development of the taxing sections of the law would not be profitable but in 1853 matters were put on a better basis than prior to that date, and in 1861 the local tax was limited to three mills for all purposes except purchase of sites, erection of school houses and payment of debts. In 1873 every board of education was authorized to determine the amount of tax to be levied as a contingent fund for all school purposes, not exceeding seven mills on the dollar. The law at present authorizes a maximum levy of ten mills for township, village, and special districts, and eight mills for cities.

The history of the state aid to the school districts through some

form of appropriation or taxation is exceedingly interesting. It involves a series of important acts, part of which relate to section sixteen, the irreducible funds, fines, licenses, etc.; and a part to the direct tax levied on the grand duplicate of the state for the benefit of all the children of the commonwealth. As may well be supposed, the former method preceded historically the latter—and both remain to the present time. The irreducible debt now consists in round numbers of \$4,000,000 and bears interest at six per cent payable semi-annually, for the benefit of the districts whence the fund was derived. This interest is taken at present from the state sinking fund. The state "common school fund" as such, was established in 1838 and has practically been in existence, in some form or other, from that date to the present time; but it is interesting to note that a county tax of some kind was on the statute books from 1825 to 1853, which might in a way be said to prepare the way for all subsequent legislation on the subject. The law of March 14, 1853, was entitled "An act to provide for the reorganization, supervision and maintenance of the Common Schools," and in section 63 thereof occur the following words: "For the purpose of affording the advantages of a free education to all the youth of this state, the state common school fund shall here-

after consist of such sum as will be produced by the annual levy and assessment of two mills upon the dollar of valuation, on the grand list of the taxable property of the state, and there is hereby levied and assessed annually, in addition to the revenues required for general purposes, the said two mills upon the dollar valuation, as aforesaid; and the amount so levied and assessed, shall be collected in the same manner as other state taxes, and when collected, shall be annually distributed to the several counties of the state, in proportion to the enumeration of scholars, and be applied exclusively to the support of the common schools." Those of you familiar with the school law as it now exists will recognize these words as making substantially section 3951 of our Revised Statutes. In 1854 the state levy was limited to one and one-half mills, in 1860 to one and four tenths mills, in 1862 to one and three tenths mills and finally in 1871 it was made one mill. The section was practically re-enacted in the new code of May 1, 1873 (O. L. 70, 230) and remained in that form to March 20, 1891, when it was amended so as to provide the "Ohio State University Fund" of one-twentieth of a mill in addition thereto. (O. L. 88, 159). And since that time it seems to have been regularly amended about every session. On April 24, 1893, the law was referred to (O. L. 90,

253) in an act setting aside \$5000 of the "Ohio State University Fund" for the maintenance of the law school of the University for the period of ten years. On February 26, 1896 (O. L. 92, 41) the supplementary sections, 3951a and 3951b, were added relating to the Ohio and Miami Universities; but these sections seem not to have been amended since. On March 9, 1896, section 3951 was again amended (O. L. 92, 59) increasing the Ohio State University fund from one-twentieth of a mill to one-tenth of a mill. Again on March 29, 1900 (O. L. 94, 81) the same section was amended increasing the Ohio State University levy to fifteen-hundredths of a mill for two years and thereafter to remain one-tenth of a mill. And the last amendment—the last tinkering with this section—made on May 8, 1902 (O. L. 95, 439) was even more disastrous to the common schools, for whereas from 1853 to 1902 the state had regularly levied one mill or more for all the common schools of the state, in the act passed on said May 8, 1902, the levy was reduced to ninety-five hundredths of a mill for the common schools, and the Ohio State University Fund was made fifteen-hundredths for two years and thereafter one-tenth of a mill.

It seems to me exceedingly unfortunate that the University Fund, desirable as it may be should be thus intimately con-

nected with the Common School Fund. It forces the University into the uncomfortable position of jeopardizing the interests of the common schools every time it seeks to increase its income; and this, I am satisfied, no one connected with college life in Ohio can regard as being wise.

Now I have recounted these historical matters for a purpose—and my purpose plainly stated is this, the state has, for many years—for practically all its history—regarded the common schools as being state schools, subject to state levy and worthy of state aid. To depart from this traditional policy of Ohio and to turn the schools of each county or all separate school districts over to themselves for raising all their revenues, would be revolutionary, and in my judgment, most inconsistent with out settled principles and policies. Steadily during all our history we have preserved pretty fairly a balance of forces. In the main we have given a pretty full measure of local control to districts but steadily insisted for such vital matters “as not less than six months of schooling,” for “sufficient school advantages” for all the youth, for “equal advantages” for all, for “compulsory education,” for legally certificated teachers, for a central state department and many such matters; and not least, for both local levies and a state levy.

The centripital and the centrifugal forces are fairly well balanced. The “thou shalt” has become more and more a part of our settled policy and “you may if you wish” has steadily become less. Up to date, however, we are far from having a centralized system of school government, and the danger yet remains in the other direction. My friends, Ohio ought not, it must not depart from its historical policy—the richer as well as the poorer districts need the strong arm and financial support of the state as a whole. To do less than we are now doing would be almost a public calamity. A review of the product of the state common school levy from 1853 to the present time is very suggestive. As the result of the act of 1853 making a levy of two mills, the auditor of state distributed in 1854 the sum of \$1,080,000. This amount steadily grew under the levies authorized from time to time till it had reached \$1,579,382.90 in 1875. In 1876 the rate was \$1.60 per enumerated child; in 1877, \$1.50; in 1878, \$1.50; in 1879, \$1.45; in 1880, \$1.45; in 1881, \$1.50; in 1882, \$1.50; in 1883, \$1.50; in 1884, \$1.50; in 1885, \$1.50; in 1886, \$1.50; in 1887, \$1.55; in 1888, \$1.50; in 1889, \$1.55; in 1890, \$1.55; in 1891, \$1.55; in 1892, \$1.50; in 1893, \$1.50; in 1894, \$1.50; in 1895, \$1.50; in 1896, \$1.50; in 1897, \$1.50; in

1898, \$1.50; in 1899, \$1.50; in 1900, \$1.45 in 1901, \$1.45; in 1902, \$1.50; in 1903, \$1.50.

There is an accumulated excess now in the state treasury to the credit of the common school fund, which with the levy continued as at present, will produce \$1.70 a year for each enumerated child for the next two years; but if the levy were made a full mill would produce easily \$1.75 for the next two years. Let us hope for this sum at least.

Now let us turn to another phase of this matter. It is my contention that the state of Ohio has never done as much as it should for all the districts of the state, as honorable as its record has been. Of the 88 counties of the state at least twenty are now, and in all likelihood, will for years to come, be in need of more assistance than the state now gives. Such counties as Adams, Athens, Belmont, Brown, Clermont, Columbiana, Gallia, Guernsey, Hocking, Jackson, Lawrence, Meigs, Monroe, Noble, Perry, Pike, Scioto, Tuscarawas, Vinton and Washington, now need and will for years to come need outside assistance as counties. In the other nineteen counties of the thirty-nine now receiving back more money than paid into the common school fund the conditions are such as to lead us to hope in the future they will produce practically as much as they draw out the fund; but it must be

borne in mind that several hundred districts—I would judge nearly one-third of the state—as now existing are so poor as to stand in need of permanent outside help. In the earlier history of Ohio some of the counties now receiving help from the outside actually paid into the fund more than they drew out, and some now paying in more than received, then were beneficiaries. For instance, the state auditor's report for 1857 reveals that only twenty-eight counties paid more money into this fund than they received; while sixty drew out more than paid in. Among the counties then receiving an excess and now paying in more than received are Ashtabula, Crawford, Delaware, Hancock, Knox, Logan, Lorain, Lucas, Medina, Morrow, Richland, Seneca, Shelby, Stark, Union, Wayne, Wood, and Wyandot. In the early days the southern part of the state contributed to the northern. For example, Ross county now receives a small amount of help, in the early days it liberally contributed to others. The question of state aid to the weak districts is broader than the question of the manner of raising revenues. At present, our state is headed in the direction of doing away with all direct state taxes, and in the direction of indirect taxation.

Briefly summarized the arguments of this paper are—

1. It is the historical policy of Ohio to give state aid to all its

schools of every kind in every part of the state.

2. It is the historical policy of Ohio to raise a part, not all, of the school revenues by the local districts.

3. To do away with state aid for the common schools is revolutionary and unwise.

4. The richer districts would suffer by the withdrawing of the help of the state, the poorer would actually be in want.

5. The aid of the state should be greater than less.

6. To remove state aid is to enter upon a policy of disintegration—to make the school a local

institution, the logical effect being its over-throw and destruction.

7. The exact methods for providing adequate revenues are not so much matters to be discussed as the principle that the school system be adequately sustained and supported. Its integrity is more important than the manner of taxation.

In this paper, I have not taken the pains to go into detail regarding the application of the funds, or to discuss whether they should be for teachers' salaries, for buildings, apparatus, or libraries. The chief contention is that the schools of Ohio need more money, and to that end let us direct our efforts.

O. T. R. C. DEPARTMENT.

SUGGESTIVE QUESTIONS ON THE WORK FOR FEBRUARY.

GENETIC PSYCHOLOGY—VI.

CHAPTER VII.

1. In learning to write what parallel between the development of the individual and the development of the race? 2. What lessons may be learned from the early writing of the American Indians? Egyptians? Grecians? Chinese? Germans? English? 3. Which

the leading aim in writing—legibility or ease and rapidity? The main function of writing? Angular or round letters? 4. What the effects upon the form of letters of the invention of printing? 5. Name the chief characteristics in the child's movements in learning to write? 6. What is the value of frequent and regular exercises in arm movements? 7. Should writing be taught incidentally? Why? 8. How should teachers teach the

child to sit, hold his pen and paper, and move his hand? 9. State the author's ideas of finger movement? Arm movement? 10. What do you think of the importance of teaching writing well?

ART OF STUDY—VI.

CHAPTERS XVII TO XVIII.

1. Why is the evil of a want of thoroughness in any study apt to be a lasting one? 2. What exercise of the mind was especially commended by the great scientist Faraday? 3. What was Franklin's moral algebra? 4. What reason is generally alleged for the lack of thoroughness? 5. What influence has the cultivation of the will upon thoroughness? 6. Why is there such a variety of opinion as to what constitutes thoroughness in school work? What is the danger of dwelling too long upon a single subject or lesson? 8. What wrong conclusion is apt to be drawn from Lord Kames' proposition relative to memory and judgment? 9. Should a pupil ever be promoted from a grade in which his work is not sufficiently acceptable for the demands of ultimate graduation? 10. How must Dr. Bain's fundamental propositions of education be interpreted for acceptance? 11. What parallel readings are suggested in connection with this chapter? 12. What are the primary divisions of the mental faculties? 13. By what two names

is each of these called? 14. How is each of the names used in a double sense? 15. Illustrate how the intellect, the sensibilities, and the will may all be involved in a simple act. 16. Show how the elements may vary inversely. 17. How may the teacher influence the feelings of the pupils to the advantage of the school, and how to its disadvantage? 18. Are hope and fear uniform in their influence upon different people? 19. What parallel readings are suggested?

SOME UNSETTING LIGHTS.—VI.

"Saul."

1. The author of this poem? 2. Where did he get the plot? 3. Name some of his principal writings. 4. In what kind of a dwelling does David find Saul? 5. What instrument did David play? 6. Why did he sing to Saul? 7. What was the burden of his song? 8. Is this expression true: "'Tis not what man does which exalts him, but what man would do?" 9. Is the poem written in a style to give at once the thought of the author or does it require reflection?

Charles Lamb.

1. Can his autobiography be taken seriously? 2. From which of his works are the essays given in "Unsetting Lights" taken? 3. The titles to the essays? 4. Who were the old Benchers? 5. Do Lamb's recollections reveal real

characters or only childhood's imaginations of certain characters? 6. Where go for quietness? 7. What is Lamb's estimate of the Quakers? 8. What do you think of Lamb's origin of grace at meals? 9. Why should the poor man say grace rather than the rich? 10. Did Lamb understand children? 11. Was he a good story-teller? 12. What are our two birth-days? 13. What were some of Lamb's thoughts on New Year's Eve?

HOW TO TEACH READING—VI.

CHAPTER XII.

1. What is meant by Atmosphere? Give illustrations. 2. Discuss the meaning of "variety in unity." Illustrate by reading aloud example from "Sohrab and Rustum," p. 185. 3. In this excerpt be careful to follow the author's suggestions and manifest strongly the atmosphere of joy and pride in the first part of the simile; contempt and, later, fear in the second; enveloping the whole with an atmosphere of dignity. 4. Why are the third, fourth, and fifth lines on p. 246 read with same melody? 5. Study carefully and discuss the analyses given on pp. 186-188. Apply analyses in reading aloud the examples. 6. Note that merely seeing the separate pictures in the extract from Gray's *Elegy* without getting the pervading atmosphere of rest, quiet, peace, etc., is a conception far short of what the poet intended. Test this in oral

delivery. 7. Discuss the author's discrimination between imitation and manifestation of the spirit of literature. Illustrate in the examples given. 8. Discriminate between the simplicity of words, and simplicity of the spirit, of a selection. 9. How early in the grades may we begin to apply this principle of atmosphere? 10. Note how carefully the author in his analysis of Bayard Taylor's poem, pp. 193-195, has avoided all suggestion of mechanical imitation, but suggests instead the vividness of the pictures and their effect upon us. 11. What is the best test of a truly sympathetic reading as contrasted with a mechanical imitation?

THE CRITICAL PERIOD OF AMERICAN HISTORY—VI. CHAPTER VI.

1. What difficult problem was presented to the Federal Convention? 2. Discuss the Virginia Plan. 3. Discuss the New Jersey Plan. 4. Describe the antagonism between the large and small states. 5. Summarize the important arguments of the leading members of the convention for and against the different plans. 6. What was the Connecticut Compromise? 7. Describe the antagonism between east and west. Between free and slave states. 8. How was the salary question compromised? 9. What powers were granted to the federal government? To the states? 10. What is the author's opinion of the Legal Tender Act of 1862? 11.

Summarize the views regarding the executive. How did the plan of the electoral college originate? Should it be continued under present conditions? 12. Compare and contrast our plan of government with that of England. 13. Outline the plan of the federal judiciary. 14. Give the author's estimate of the work of the Convention. 15. Describe the signing of the constitution.

ABRAHAM LINCOLN—VI. CHAPTERS
XXV TO XXIX.

1. Describe the steps leading up to the employment of colored troops. 2. Give an account of the massacre of Fort Pillow, Lincoln's attitude regarding retaliation. 3. Discuss the Draft. Riots in New York. Arrest of Vallandigham. Suspension of the writ of *habeas corpus*. 4. What position did Lincoln take with reference to the organization of secret societies? 5. Sketch the biography of Burnside. Of Hooker. Of Meade. 6. Describe the battles of Fredericksburg, Chancellorsville, and Gettysburg. 7. Memorize Lincoln's Gettysburg Address. 8. Describe the western campaigns of '62 and '63. 9. Give an account of the siege and surrender of Vicksburg. Lincoln's letter to Grant. 10. Describe the battle of Chickamauga and Chattanooga. 11. Give an account of Grant's appointment as Lieutenant-General. 12. Describe

Grant's visit to Sherman and the military policy outlined. 13. Give an account of the fighting from the Wilderness to Cold Harbor. Siege of Petersburg. Early's Raid. 14. Describe Sherman's work in the South. Capture of Atlanta and Savannah. March to the Sea, etc. 15. Describe the fall of Charleston.

NATURE STUDY AND LIFE VI.
CHAPTER XVI.

1. The toad's manner of feeding, and what it feeds on. 2. The toad as a musician. Quote Celia Thaxter; Hamilton Gibson. 3. Define *Metamorphosis* as applied to the toad; the butterfly. 4. "A water hyacinth is an excellent plant, etc.," in an aquarium. What have you learned of the harm this plant does when turned loose? 5. A mode of keeping standing ponds pure. Value of a toad nursery in a garden. 6. Divers—toad enemies. Shocking case of cruelty by boys in Worcester, Mass. 7. "Yet its eye, the fabled 'jewel' in its head," etc. 8. Meaning of the "biological type," or life type. 9. The child's side of nearest approach to Nature. 10. Reasons for using the toad to illustrate the life type: *a.* The esthetic side. *b.* Public economy. *c.* Introduction to zoology. *d.* Protective coloration, etc. *e.* Relation to Entomology. *f.* Developing the spirit of kindness in children.

CHAPTER XVII.

1. What does our author include under the head of "making the acquaintance of" toads and frogs? 2. "Tree toad," or "tree frog," which? 3. Two classes of "froglike animals." 4. Eulogy upon all these animals. 5. Source of the great numbers of young toads and frogs sometimes seen hopping about after a rain? 6. Where is a frog's tongue attached? 7. How does a frog seize his food? 8. Table of Stages in the Development of a Frog: Single Cell, Egg: Invertebrate, worm: Fish, tadpole: Tailed Batrachian, salamander: Tailless Batrachian: frog. From Harvey's Introduction to the Study of Zoology.

CHAPTER XVIII.

1. General ignorance of the appearance and the song of even our commonest birds. 2. About what question center all our laws for bird protection? 3. Law of biology concerning development. 4. Does it appear credible that our birds have decreased 38 per cent in Ohio in the last fifteen years? p. 311. 5. The cat as a sportsman. 6. Ill deeds done by the English sparrow. 7. Our author's remedy for sparrows of that breed.

CHAPTER XIX.

1. How might a bird census be taken? 2. The study of birds'

nest. 3. How would Mr. Hodge have us protect our cherry trees from robins and catbirds? 4. How does robin pay in advance for his cherries? 5. Our author's hope as to the future of bird life.

CHAPTER XX.

1. Meaning of "domestication," and the three essentials. 2. One seldom mentioned cause of the scarcity of birds in cities during hot weather. 3. What one can do to assist in nest building. 4. The chickadee; his value to man, and his own needs. 5. The birds' "Out of the Old Barn" but not "Into the New." 6. Contrast the American robin and the English sparrow. 7. Purpose of Audubon Societies: "Come, let us join!"

CHAPTER XXI.

1. Three classes of birds based on the kind of food they eat. 2. Name some points of likeness between feathered and unfeathered bipeds. 3. Proofs that wild animals do not naturally fear man. 4. The critical period in a fledgeling's life. 5. Interesting facts with reference to earthworms; grasshoppers; meal worms. 6. A child's taming a bird and its effect upon the child. 7. Wordsworth's "red-breast pecking at a winter's hearth;" is thinking of Thompson's redbreast "sacred to the household gods?"

SCHOOL SANITATION AND DECORATION—VI.

CHAPTER X AND XI.

1. Name the parts of the eye and describe each from memory. 2. Name and recite the cause of the three chief defects of vision in children. 3. Why in "long-sight" does the child gradually bring the book into the "short-sight" position? 4. One cause of squint. 5. Why, in myopia, does bringing the object nearer help the matter? 6. What statistics quoted show a ground for our author's conclusion "school life has, under conditions which commonly prevail, a most deleterious effect on eyesight." 7. Name some of those "conditions." 8. In what way does a prolonged use of the eyes

upon near objects work injury? Is not a "far away look," at short intervals, a good prescription? 9. How many square inches of glass for each square foot of floor space, may well be allowed? 10. What allies have the schools in the ill service done the divine gift of sight? 11. Why should not the reading public boycott all glazed paper books and magazines?

CHAPTER XI.

1. Is the district financially responsible for injuries done to pupils by bad ventilation, deficient light, imperfect sewerage, unwholesome water, ill-fitting seats and desks? 2. By what agencies and in what ways are conditions being improved? 3. Duty of individual parents.

HELPS, HINTS, AND SUGGESTIONS.

ARITHMETIC.

By Edson M. Mills.

1. A banker had \$5,000, part of which he loaned at 5% and the remainder at 6%. If his total income was \$280, what sum bore 5% interest?

SOLUTION.

If both parts had drawn interest at 5% the banker's income would have been 5% of \$5,000 = \$250.

\$280 — \$250 = \$30, the difference between 5% and 6% on the one part. The question now becomes, what principal at 1% will earn \$30 interest in one year?

\$.01 = interest \$1 of the principal will earn in 1 year.

∴ $\$30 \div \$.01 = \$3,000$; ∴ \$3,000 = principal, or part loaned at 6%.

2. The sale of a horse was 20% more than the sale of a cow; the

whole gain was \$12. I gained 25% on the horse and lost 16 $\frac{2}{3}$ % on the cow. Find cost of each.

SOLUTION.

Let 100% = selling price of the cow, and

120% = selling price of the horse.

16 $\frac{2}{3}$ % = rate of loss on the cow, and

25% = rate of gain on the horse.

∴ 120% = cost of cow, and

96% = cost of the horse.

120% + 96% = 216%, total cost, and

100% + 120% = 220%, total selling price.

∴ 220% - 216% = 4%, gain.

∴ 4% = \$12,

1% = \$3,

96% = \$288, cost of the horse, and

120% = \$360, cost of the cow.

3. For every 10 sheep I keep, I plow an acre of land, and allow one acre of pasture for every 4 sheep; how many sheep can I keep on 161 acres?

SOLUTION.

1/10 of an acre = amount of plowed land for 1 sheep, and

$\frac{1}{4}$ of an acre = amount of pasture required for 1 sheep.

∴ $\frac{1}{10} + \frac{1}{4} = \frac{7}{20}$ of an acre = total amount of land required for 1 sheep.

∴ $161 \div \frac{7}{20} = 460$; ∴ 460 = number of sheep that could be kept on 161 acres.

4. The length and breadth of a

rectangular field are as 4:3, and its diagonal is 100 rods. Find its area in acres.

SOLUTION.

The diagonal of the rectangular field divides it into two right triangles, the diagonal of each of which is 100 rods, and the base of each is to its altitude as 4:3.

Take a right triangle whose base is 4 rods and whose altitude is 3 rods. The hypotenuse = $\sqrt{3^2 + 4^2} = 5$ rods.

This assumed triangle is similar to the triangles into which the field is divided by its diagonal.

∴ 5:100::3:altitude of one of the two triangles into which the field is divided.

∴ Altitude = $\frac{100 \times 3}{5} = 60$ rods. In the same manner the base is found to be 80 rods.

80 rods = length of field, and

60 rods = breadth of field.

$\frac{80 \times 60}{160} = 30$ acres = area of field.

5. How many acres in a square field whose diagonal is 33.136 rods longer than its side?

SOLUTION.

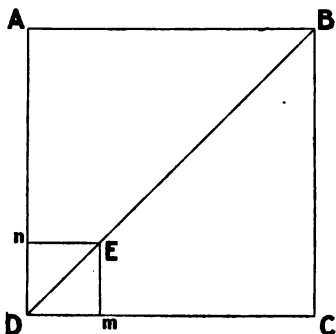
Let the square ABCD represent the square field in question. Take Dm = 1 rod, and complete the small square mEnD. Then,

$DE = \sqrt{Dm^2 + Em^2} = \sqrt{1^2 + 1^2} = 1.4142$ rods.

$1.4142 - 1 = .4142$ rods.

∴ DE exceeds Em by .4142 of a rod. But DB exceeds BC by 33.136 rods. Then by the principles of similar figures, we have.

.4142 : 33.136 :: Em : BC; and since $Em = 1$, we have $BC = 80$ rods.



\therefore Area $ABCD = \frac{80 \times 80}{160} = 40$ acres, area of the field.

Pupils should be carefully drilled on the properties of similar figures.

The two preceding problems illustrate the value of a knowledge of the doctrine of similar figures.

6. A distiller sold his whiskey losing 19%; keeping \$27 of the proceeds, he gave the rest to an agent to buy hogs, at 8% commission; if he lost in all \$48, what was the value of the whiskey?

SOLUTION.

On every dollar of the value of the whisky, the distiller would have lost first 19c, and secondly $\frac{1}{8}$ of 81c = 6c, if the \$27 had not been reserved. Then $19c + 6c = 25c$, total loss on one dollar of the value of the whisky, if the \$27 had not been reserved. $\frac{1}{8}$ of \$27 = \$2, loss on the \$27 if it had not been reserved. Then $\$48 + \$2 = \$50$, total loss if the \$27 had not been reserved.

$\therefore \$50 \div 25c = \200 ; $\frac{1}{8}$ $\therefore \$200 =$ value of whisky.

COUNTY EXAMINATION QUESTIONS.

(Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties, or who desire to make use of such questions in their own study or teaching.)

JEFFERSON COUNTY.

Examiners—William M. White, William H. Maurer, Wilson Hawkins.

HISTORY AND CIVIL GOVERNMENT.

1. Mention some point at which the United States was invaded during the War of 1812, along the northern border; the Atlantic coast; the gulf coast. 2. Give a historical event connected with the name of Ethan Allen; Paul Revere; Patrick Henry; Anthony Wayne. 3. Who invented the Monitor? What important service did the Monitor render? 4. Mention two ways by which an act of the legislature may become a law without the Governor's signature. 5. Mention three safeguards guaranteed by the Constitution to persons accused of crime. 6. Write an account of the Trent affair and state what international difficulty it caused. 7. What was the prevailing motive in the settlement of Virginia; Plymouth Colony; Pennsylvania; Maryland; Georgia? 8. Mention three ways in which a vacancy in the office of representative in Con-

gress may arise. How must such a vacancy be filled? 9. Name a President (excluding Washington) elected with little or no opposition; elected by the House of Representatives; declared elected by an electoral commission. 10. What is meant by reciprocity between two nations?

ARITHMETIC.

1. The ratio of $\frac{3}{4}$ to $\frac{5}{8}$ is twice the ratio of 6 to what number? 2. If it takes 4 bu. 3 pk. 4 qt. 1 3-5 pt. of wheat to make a bbl. of flour, and the miller should take 4 quarts per bu., how many bushels must a farmer take to get 5 bbl. of flour? 3. R. and T. entered into partnership, and $\frac{3}{4}$ of R.'s investment equaled 6-7 of T.'s; what part of the whole stock did R. own? 4. A railroad gang worked 6 days and laid half a side track, then 10 more men help to complete it in 2 more days; how many in the gang? 5. By investing all my money in 5 per cent stock at 75, I get \$180 income; how much must I borrow to invest in 6 per cent stock at par, to get the same income? 6. How many gallons of water will a cylindrical tank hold, 22 inches in diameter and 21 inches deep? 7. A barrel of sugar was marked $6\frac{1}{2}$ c. at 25 per cent profit, but it was sold at $4\frac{1}{2}$ c., thus incurring a loss of $\frac{1}{4}$ of a dollar; find the weight of the sugar. 8. A hollow sphere, inside diameter 6 in. and outer 1 ft., is transformed into a water pipe, inside diameter 2 in. and outside 4 in., how long is it in feet?

GRAMMAR.

1. Distinguish between gender and sex; abridgment and ellipsis; analysis and synthesis. 2. A noun may be in the nominative absolute case five ways. Name the ways and illustrate each by a sentence of your own construction. 3. Write one sentence that contains a substantive clause, a relative clause, and an adverbial clause. 4. Write a complete classification of the verb. 5. Conjugate "teach" in the past-perfect tense, subjunctive mode, active and passive voice. 6. Correct these expressions: (a) Who is at the door? Me. (b) Who did you send the letter to? (c) John at last found the key, locked the trunk, and went off, putting it in his pocket. (d) Where are we at? 7. Diagram or analyze: "There is a tide in the affairs of men, which taken at the ebb leads on to fortune; omitted, all the voyage of their life is bound in shallows and in miseries." 8. Parse: there, which, taken, omitted, their.

THEORY AND PRACTICE.

1. Name the books of the O. T. R. C. for this year and designate the ones you intend to read. 2. Who was Lord Byron? Dr. Samuel Johnson? 3. Distinguish between Child Study and Nature Study. 4. What books on teaching have you read? 5. Who wrote the following books: "Art of Teaching," "Theory and Practice," "Nature Study and Life," "Evolu-

tion of Dodd?" 6. Who is the State School Commissioner of Ohio? Who is the United States School Commissioner? 7. Name what you consider the five leading educators of the United States. 8. Did you attend the County Institute? The County Teachers' Association? Do you believe a teacher should read educational journals, and books of a professional character? 9. When do you teach the alphabet to beginners? Why? 10. How long should the average pupil go to school before completing the first reader?

ORTHOGRAPHY.

1. Mark the pronunciation and define the following words: 1. recess. 2. Italian. 3. despicable. 4. finance. 5. literature. 6. geography. 7. fragile. 8. executive. 9. isolate. 10. discipline.

2. Write a list of 25 words, such as you think would make a good test for a teacher's examination.

GEOGRAPHY.

1. What is the chief object in teaching Geography? What is Geography? 2. What are the waste areas of North America? Give causes of each. 3. Make a map of the State of Ohio and locate five chief cities and five chief rivers. 4. What studies may be readily correlated with Geography? Show how. 5. What is meant by the

altitude of vegetation? The snow line? The ecliptic? 6. What are tides? What causes them? 7. What and where is Gibraltar? Niagara? Yosemite? Corea? Vera Cruz? 8. Name the leading export product of each of the following: Maine, Massachusetts, Illinois, South Carolina, and Kansas. 9. The population of Asia is larger than that of Europe, and the commerce of Europe is four times that of Asia. Why is this true? 10. Define: temperature, isothermal lines, wind, fog, deciduous trees.

N. B. The applicant's writing will be graded from his manuscript in geography.

PHYSIOLOGY AND HYGIENE.

1. Why do you teach physiology? 2. Define: physiology, anatomy, biology. 3. Locate the diaphragm, the pericardium, the ulna, the pancreas, the pylorus. 4. What is included in the nervous system? 5. Write carefully and explicitly upon the subject of ventilation of a public room. 6. Locate the villi, and state their function. 7. What are the uses of teeth? Name and describe the different parts of a tooth. 8. Name the parts of the eye, and show how you see an object? 9. Give some proof that alcohol does not impart strength. 10. How does alcohol impede digestion?

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O. T. CORSON, EDITOR AND PROPRIETOR.

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PAPER.	POSTOFFICE.
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.....	Milwaukee, Wis.
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American School Board Journal.....
.....	Wilwaukee, Wis.
Canadian Teacher.....	Toronto, Can.
Colorado School Journal.....	Denver, Colo.
Education	Boston, Mass.
Educator-Journal	Indianapolis, Ind.
Florida School Exponent....	Jacksonville, Fla.

Journal of Education.....	Boston, Mass.
Louisiana School Review....	Natchitoches, La.
Missouri School Journal.....	Jefferson City, Mo.
Michigan School Moderator....	Lansing, Mich.
Midland Schools.....	Des Moines, Iowa
Mississippi School Journal.....	Jackson, Miss.
Nebraska Teacher.....	Lincoln, Neb.
Ohio Educational Monthly....	Columbus, Ohio
Pennsylvania School Journal....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary School.....	New York, N. Y.
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.....	Bloomington, Ill.
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School Education.....	Minneapolis, Minn.
School News and Practical Educator.....
.....	Taylorville, Ill.
Southern School Journal.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Virginia School Journal.....	Richmond, Va.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	.....
.....	Milwaukee, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, July 5-9, 1904. The president of the association is John W. Cook, DeKalb, Ill.

IN accordance with the expressed wishes of the majority of those who attended the special meeting of the Superintendents' Section of the Ohio State Teachers' Association at Columbus, December 29, the Executive Committee has unanimously voted to postpone the State Meeting for one year, on account of the Exposition and the N. E. A. at St. Louis. This action will meet with the hearty approval of the great majority of the teachers of the state.

THE Addresses and Proceedings of the Boston Meeting of the

National Educational Association is an exceedingly valuable volume of 1,080 pages. Its distribution early in December shows the business capacity of Secretary Irwin Shepard who is proving himself more and more each year the right man in the right place. The Association is fortunate, indeed, in having him as its secretary.

The attendance at Boston was 34,983. Massachusetts stands first with 7,459; Illinois, second with 4,013; Ohio, third with 2,653.

WITH this number the MONTHLY starts on its fifty-third year. We want to make it a helpful year to all and most sincerely hope that the experience of all our readers may be such as to make 1904 the happiest and best year of their lives with the possible exception of each of the years to follow.

THE school year of 1904-05 will be a hard one for both teachers and pupils. Two important holidays, Christmas and New Year's Day, come on Sunday. February 22, coming on Monday, will bring a little relief.

WE again congratulate State Librarian C. B. Galbreath upon the splendid service he is giving the state through the travelling libraries which now include nearly 30,000 volumes of the best books. At a comparatively small cost these li-

braries now circulate all over the state. In fact the travelling library is now the leading feature of the State Library, and while other states have appropriated much larger amounts than Ohio for this work, the "Buckeye" state now leads in this most important department. The teachers and schools of Ohio keenly appreciate all that Mr. Galbreath is doing for them.

THE recently reported utterance of a prominent professor of psychology that the immorality and crime of the worst sections of the large cities in our country are due very largely to the red lights found there and that a change in color would quickly reform them, leads us fervently to pray, if not earnestly to hope, that a few rays of common sense might in some way find their way into the dark recesses of the head of the man who could think of such nonsense.

WHILE the Christmas stocking of our good friend, Hon. Henry Houck, is full size, it is not large enough to hold the purse of nearly \$1,000, presented by his Pennsylvania friends—the editor is happy to have been adopted into the "Pennsylvania Dutch" Family on this occasion—to send him on an extensive tour abroad the coming months. If all who love him could have contributed the amount their affection prompted, he would have been the recipient of a fund

large enough to have kept him travelling around the globe until he would have passed the age limit set by Methuselah a good many years ago. To say that we congratulate Dr. Houck upon this token of his friends' appreciation of his unselfish service to the cause of public education does not express what we feel. No language can do that.

IF success is to be measured by what is earned in the midst of circumstances which would ordinarily discourage, then we believe that all who know Supt. S. P. Humphrey of Ironton, the difficulties he has overcome, and the work he is doing, will place him in the successful list.

After spending his boyhood in much the same manner as is the custom of poor boys, he secured a certificate to teach and in 1878-79, when only sixteen years old successfully taught a country school. By this time he had made up his mind to go to college and from 1880-83 was a student at Rio Grande College where he did excellent work under the direction of that splendid man and exceptionally strong teacher, President J. M. Davis. Although "long" in stature as well as in a desire to know, the young student, like the majority of those who appreciate school opportunities enough to make good use of them, was "short" in funds and had to go to work to earn money to complete his course which he continued to

pursue while teaching and in 1895 graduated with honor to himself and his college. In the meantime he made most careful preparation and in 1889 successfully passed the state examination and secured a High School Life Certificate.

From 1886-90, he was principal of the Middleport high school and from 1890-97, superintendent of schools in the same town. In 1897



SUPT. S. P. HUMPHREY.

he was called to the superintendency of the Ironton schools where he continues to give excellent satisfaction to pupils, teachers and patrons. He is now serving as a member of the executive committee of the Ohio State Teachers' Association of which he is one of the most enthusiastic and loyal supporters.

WE have frequently been reminded both by personal experience and by the statements of other editors that the list of subscribers to any educational journal is, on account of the many changes in teachers each year, not the most stable one. In many instances, the professional life of the teacher is brief and really only preparatory to a settled vocation upon which he is soon to enter. He quits teaching, discontinues his educational journal, and some one else takes his place as a teacher and subscriber. The following letter, which we publish in full, because of its most interesting statements, shows at least one remarkable exception to the somewhat general rule. We may have on our list other subscribers who, like Mrs. Lord, have continued steadfast from the beginning, more than a half century ago, and if so we shall be delighted to hear from them. Our thanks, personally and editorially, are extended to Mrs. Lord for her faithful support of the MONTHLY all through the years and for the renewal which hands it on to a granddaughter's family.

TALCOTT HALL, Oberlin, O.,

December 8, 1903.

MR. O. T. CORSON,

DEAR SIR:—I enclose draft for one dollar (\$1.00) for "The Ohio Educational Monthly" for the year 1904. But please *discontinue* sending it to my address as given below, and send instead to Mr. John

W. Lumbard, 38 Barker Terrace, White Plains, New York.

I have had this Journal since the first number was published when my husband, Dr. Asa D. Lord, was Editor. Now send it instead to the husband of my granddaughter, Mr. Lumbard, who is Principal of the High School in White Plains, New York.

Yours sincerely,
MRS. ASA D. LORD,
Talcott Hall,
Oberlin College,
Oberlin, Ohio.

A BEAUTIFUL TRIBUTE TO A BEAUTIFUL LIFE.

A few weeks since we made a short visit to Hamilton, Ohio, and had the privilege of seeing the beautiful Memorial Statue recently placed in the assembly room of the high school building of that city in memory of the late Superintendent S. L. Rose, whose death came as a personal loss to us, along with hundreds of others, who knew and loved him. At our request, Principal L. P. Shideler of the city schools, has furnished us a copy of the address delivered by him upon the presentation of the Statue, to the city teachers of Hamilton, at the last meeting of the Southwestern Ohio Teachers' Association of which Supt. Rose was an active and honored member. We quote a few sentences from this address which will be appreciated by the friends of Supt. Rose in all sections of the state:

"What I have to say will not be inopportune on this occasion, for it is concerning one whom we all honored and whose presence is sadly missed at this meeting.

"For a number of years, we were so accustomed to the stalwart form and genial countenance of Supt. S. L. Rose, as he labored with us, giving counsel, encouragement, or sympathy, as the case required, that we scarcely realized his worth, but his kindness of heart and unselfish interest in those under his authority won for him that steadfast loyalty of which any superintendent would be justly proud.

"When the blighting hand of disease fell upon our chief, every energy was redoubled and the work went on without his personal attention, while day after day the sweetest flowers, the most luscious fruits, and the kindest words of sympathy were sent to the stricken home. The unequal contest closed, the last sad rites were performed in beautiful Greenwood cemetery, but the tokens of appreciation, friendship, and love were lavished upon the living while he was able to enjoy the full measure of their sincerity.

"Near the close of last school-year, a new chapter was opened, when acting superintendent W. P. Cope appointed a committee to erect an enduring tribute in memory of the late Supt. S. L. Rose.

"To-day we come to you with the statue of MINERVA the goddess of wisdom, peace, and defensive warfare and patron of husbandry and the household arts. This statue, above all others, was admired by Mr. Rose and it was his desire to procure it at the earliest possible opportunity. His wish has become a reality.

"It stands seven and one half feet above the black walnut pedestal, it is composed of plaster with an ivory finish which renders it as substantial as marble, and it is a copy of the original that is preserved in the Vatican at Rome. The work was done by P. P. Caproni & Brother, the noted dealers of Boston, Mass. The bronze tablet on the pedestal bears the inscription 'The Teachers' Tribute to Supt. S. L. Rose, 1903.'"

A beautiful tribute to a beautiful life—a tribute all the more precious because it is the truthful expression of honest and sincere hearts whose "friendship and love," as Principal Shideler so truthfully says, "were lavished upon the living while he was able to enjoy the full measure of their sincerity."

REPORT OF THE STATE NORMAL SCHOOL COMMISSION.

OUR thanks are due Hon. Charles L. Swain, of Cincinnati, for a copy of the report of the State Normal School Commission recently filed with Governor Nash and signed by Charles F. Thwing, William T. Peirce, John L. Zimmerman, and C. L. Swain, the four members of the commission. This report, which we publish in full, is brief and definite and worthy of careful reading and consideration by all who are interested in the welfare of the public schools.

It is with great satisfaction that we note that the Commission does

not recognize any such deplorable condition in the educational affairs of the state as has been so constantly presented for our consideration the past few years by a few persons who seem to have lost faith in the teachers and schools of the state. On the other hand the Commission shows its good judgment in not being "unmindful of the conspicuous fact that Ohio represents in education, as in many other public undertakings, the principle of individualism," in its desire "to take the fullest advantage of opportunities now existing," and in its reluctance "to recommend a policy which, without taking advantage of special opportunities now existing, might involve the commonwealth in large expense, the result of which would necessarily be more or less doubtful in the enrichment of education."

The recommendation that a State Board of Education be appointed to have entire control of the Normal Schools seems to us a wise one which ought to meet the hearty support of all who really have their interests at heart. The duties of this Board, as presented in the suggestive outline, are to be commended in the main with the exception of (g) relating to the certification of teachers. We believe that sound educational policy will insist that that important work ought to be left entirely in the hands of the school examiners who

should have no "entangling alliances" with another power foreign or domestic.

TO HIS EXCELLENCY, GEO. K. NASH, GOVERNOR OF OHIO.

SIR:—We have the honor to submit the following report: In accordance with an act passed March 12th, 1902, Vol. 95, pp. 43-44 O. L., the undersigned were appointed a State Normal School Commission. Said act outlined the duties of said Commission as follows: "To make investigation upon the need and advisability of the future establishment by the State of one or more normal schools, and to consider in what manner and to what extent existing educational institutions other than those now supported by the State can be made more active and effective in the better training of persons for service in the public schools."

Your Commission has held four meetings, as well as several informal conferences of all or a part of the members. A circular of inquiry was also addressed to superintendents, principals, and other educational officers, in order to inform itself of the judgment of the educators of Ohio upon important questions. For the same purpose a public hearing was given at the time and place of the State Teachers' Association. Your Commission, either as a body or through individuals, has visited the following institutions: Columbia University, the State Normal School, Slippery Rock, Pa., the two Ohio State Normal Schools, at Athens and Oxford, the State Normal School, Terra Haute, Indiana, the schools of DeKalb, Illinois, and the Wisconsin schools.

No argument is needed to prove the educational value of normal schools. Upon general educational grounds the argument for their existence is conclusive. The argument from experience is also no less conclusive. Practically every state of the United States has at least one normal school, and the larger number has several. We venture, therefore, to express our belief that the state of Ohio should, in some formal way, provide professional training for teachers.

The members of your Commission have not been unmindful of the conspicuous fact that Ohio represents in education, as in many other public undertakings, the principle of individualism. The larger share of its colleges represent the result of individual effort, ecclesiastical, local or personal. The institutions of the higher education, to the support of which the state contributes, are no less than four in number, whereas in most states those institutions are consolidated into one. The historic principle of individualism your Commission believes should have value in any recommendation to be made respecting a change in the educational policy of the commonwealth. In other words, your Commission desires to take the fullest advantage of opportunities now existing. It is reluctant to recommend a policy which, without taking advantage of special opportunities now existing, might involve the commonwealth in large expense, the result of which would necessarily be more or less doubtful in the enrichment of education.

Therefore, to the end that Ohio may start right in this important work and that there may be system, and unity of purpose and plan, in the proper training of teachers, we

recommend as a beginning and a foundation of this great work that there be established a State Board of Education of five members, to be appointed by the Governor, for a term of five years, one member retiring annually. The members of this Board shall serve without compensation, their necessary expenses alone being paid.

The duties of the State Board of Education should be as follows:

(a) To have full and complete charge of all Normal Schools heretofore established, or to be hereafter established, or affiliated with other schools.

(b) To have charge and control of all appropriations made for Normal School purposes.

(c) To report annually to the Governor concerning all matters under their control.

(d) To have full power to choose, and fix the salaries of, the Dean and corps of instructors for the Normal Schools, or Normal Departments.

(e) To have power to enter into contract of affiliation with State Universities, or with private colleges and universities within the state, upon terms of mutual agreement with the Board of Trustees, or controlling board, of said institutions.

(f) To establish courses of study.

(g) To make rules and regulations in connection with State Board of School Examiners for the certification of the graduates of the Normal Schools.

(h) To fix the requirements for admission to the Normal Schools.

(i) To make arrangements with the affiliated college or university for the conferring of degrees.

(j) To have power to issue diplomas.

(k) To do all things pertaining to and concerning the training of teachers for public school work.

Once the State Board of Education is established with authority to act it will be able to work out to a satisfactory conclusion the many problems connected with the training of teachers. As to the question of the future establishment of one or more Normal Schools, and the use of existing educational institutions, these are problems that can be practically worked out by the State Board of Education.

Without a State Board of Education to carry out this work with unity of plan and purpose, the money expended by the State will have no adequate return.

In other states where the work of each normal school is carried on under a separate board of trustees, those interested are of the unanimous opinion that much better work would be done under a single board. Now that Ohio is to begin this work she should profit by the experience of other states.

THE ATLANTA MEETING.

THE Department of Superintendence of the N. E. A., will meet at Atlanta, Ga., February 23-25, 1904. The president is Supt. Henry P. Emerson, Buffalo, N. Y., and the first vice president, Supt. Edwin B. Cox, Xenia, O. All inquiries as to local arrangements should be addressed to Mr. E. P. Burns, secretary of the local committee, Atlanta, Ga.

HOTELS.

The Piedmont Hotel is headquarters. The rates are from \$1.50 to \$3.50 per day, European plan, and from \$3.00 to \$5.00 per day, American plan, two in a room. Other hotels, named in the official announcement, with somewhat lower rates, which can be secured on application, are the Kimball House, Hotel Aragon, Hotel Majestic, Ballard House, Peach Tree Inn and Marion Hotel. Those desiring accommodations should secure them at once.

RAILROAD RATES.

The following information as to rates is taken from the latest official announcement by secretary Shepard which reaches us just as we are going to press:

The railroads of the Southeastern Passenger Association have granted a round trip rate of one fare plus twenty-five cents, with the privilege of one stop-over in either direction.

The Southwestern Association has granted a rate of one fare plus \$2.00 for the round trip.

The Central, Trunk Line and New England Associations have granted a rate of one and one-third fare through their respective territories to the gateways of the Southeastern Association. The Western Passenger Association grants a rate of one and one-third fare for the round trip.

Full details of stop-over privileges and ticket limits will be published in the complete program which will be issued later. It is

expected that reduced side-trip rates will be offered to points in the South, following the convention, with extension of tickets for return to March 31st, but these arrangements are not yet completed.

A local committee has been appointed by the citizens of Atlanta, of which Mr. E. P. Burns, of Atlanta, Ga., is the secretary. He will be pleased to answer all inquiries as to local arrangements for the convention.

PROGRAM.

Among the important topics to be discussed are The Educational Exhibit, The Course of Study in Elementary and Secondary Schools, The Factory Child, Administration and Supervision and Extension of School Privileges. The usual round table discussions will be prominent features of the meeting. We note the names of Commissioner Bonebrake and Supt. Moulton of Cleveland among those of persons who are to take part in the discussions at the meetings on Thursday.

A complete program including detailed information as to railroad rates, etc., will be issued by the time this announcement reaches the readers of the MONTHLY and may be obtained on application to Irwin Shepard, Secretary, Winona, Minn.

STATE EXAMINATION.

At the State Examination held in Columbus, December 29-31, 1903, certificates were granted as follows:

High school life: W. R. Butcher, St. Clarksville; C. M. Carrick, Plymouth; H. Copeland, Hamden Junction; Lee A. Dollinger, Covington; T. A. Edwards, Xenia; J. R. Edwards, Wyoming; A. J. Fry, Wadsworth; Hiram E. Hall, Jerry City; J. F. Henderson, McArthur; P. A. Johnston, Cincinnati; B. F. Kimble, West Union; W. O. Lambert, Barnesville; David Neer, Plattsburg; W. H. Richardson, Woodville; W. G. Scroggie, Norwalk; C. F. Seese, Hudson; G. J. Winkler, Hamilton; G. E. Wright, Roseville; J. F. Young, Genoa.

Common school life: I. F. Alexander, Convoys; Howard E. Axline, Brooklyn; David H. Barnes, Osborn; F. G. Bittikofer, Sulphur Springs; Clifton E. Bratten, Waynesville; Ervin D. Brautigam, Quincy; J. W. Bursk, Trenton; E. L. Byrns, Ridgeway; John W. Campbell, Sardinia; Charles E. Carey, Warren; B. T. Davis, Owensville; W. F. Gephart, Williamsburg; G. W. Gorrell, Leroy; H. S. Gruver, Worthington; G. W. Gurney, Dayton, Ky.; W. R. Hoover, Quincy; J. A. Jackson, Beloit; H. P. Jeffers, Gnadenhutten; H. A. Klepinger, Brookville; W. C. Kramer, Lucas; O. H. Maffet, Huntsville; A. A. Maysilles, Brookville; H. P. McCoy, Youngstown; J. I. Miller, Delphos; G. E. Neal, Gallipolis; F. E. Ostrander, Warren; J. H. Patterson, Glenroy; F. E. Pierpont, Logan; J. A. Pollock, Sylvania; E. O. Porter,

Georgetown; C. B. Rayburn, Wilmington; A. H. Rummel, Bethesda; B. F. Stanton, Salem; W. L. Sturm, Sidney; R. P. Vaughn, Brecksville; W. E. Wenner, Fredericksburg; T. O. Williams, Circleville; Grace Albright, Berea; Lida McBride, Ludlow, Ky.; Adaline E. Stanley, Stanleyville; May Temp-ler, Athens.

Rachael A. Thomas, Marion, special, drawing and penmanship; W. C. Faust, Mt. Vernon, special, drawing.

EDUCATIONAL NEWS.

— Arrangements are almost completed for a delightful trip to the Atlanta meeting in a special car from Columbus as the central starting point. The party already includes a number of superintendents and their wives and we—the editor and wife—hope to be among the number. Full information will appear in the February MONTHLY and in the meantime all who expect to attend the meeting will do well to write W. W. Boyd, O. S. U., Columbus, O., for particulars.

— On account of the large amount of space devoted to the subject of "School Revenues" in this issue we are compelled to omit several very interesting articles which are in type ready for printing and which will appear in February. These articles include one on Will Power in Education by B. F. Stanton, one on a most interesting scientific subject by J. A. Culler, and another on the educational exhibit at St. Louis.

— It is impossible to report in detail the proceedings of the recent

sessions of the special meeting of the Superintendents' Section of the Ohio State Teachers' Association, the County Examiners' Association, the Township Superintendents' Association, the Ohio State Teachers' Federation, and other educational organizations. We believe, however, that the most important question discussed at any or all of these meetings is School Revenues and on this subject we present a very full report which we hope will be of interest to all. It was the almost unanimous conviction of those who were present at these meetings, as shown by the resolutions reported to us, that boards of education should consist of a small membership and be elected at large with the possible provision that any legislative measure organizing such boards shall include a referendum clause as to the plan of organization. It is also the unanimous conviction of all that a minimum salary law should be enacted and that everything possible should be done to secure better salaries for teachers. The editor's views on this question are given in this issue in the article on School Revenues. Examinations, Professional Preparation of Teachers, Supervision of the Country Schools, and many other important subjects were discussed in a way that indicated that while Ohio school men are sensibly conservative, they are at the same time truly progressive. The following officers are reported as being elected: Township Superintendents' Association—President, John J. Richeson; secretary, Alfred Ross; executive committee, W. G. Scroggie, J. E. Peterson, and E. O. Parker. Examiners' Association—President, J. L. Trisler; secretary, Frank L. Lytle; executive committee, E. F.

Warner, C. B. Taylor, and J. D. Simkins. The Ohio State Teachers' Federation — President, Henry G. Williams; secretary, W. E. Kershner; treasurer, F. B. Pearson; member of executive committee, W. N. Beetham.

— Prof. Edson M. Mills, whose solutions in Arithmetic have been so helpful to our readers, will continue his work the coming year and will include in it a series of articles on The Correct Use of Symbols in Arithmetical Analysis. Supt. A. F. Waters will furnish us with some more of his practical and interesting exercises in Grammar. Prof. J. A. Culler will continue his excellent articles on Science. We hope to have a discussion of Washington's Farewell Address by Prof. S. D. Fess, in the February number. Several special articles on Primary Work by specialists in that department will appear the coming months. Prof. Hoke of the Department of Natural History of Miami University will have something to say of a helpful nature to all teachers. These are a few of the things we have in store for our readers the coming year. If they interest you, please tell your friends who are not subscribers, or send us their names so that he can mail them sample copies.

— The Reference Book recently issued by the Central Teachers' Agency is a most convincing argument of the splendid service rendered both teachers and boards of education by this reliable firm. We congratulate the managers, Messrs. J. M. Adams and E. C. Rogers, on their success and heartily recommend them to teachers and school directors. Their address is

Rugger Building, 20 East Gay Street, Columbus, O.

— The Ohio Federation of Women's Clubs announces Monday, January 18, 1904, as the OHIO SCHOOL CODE DAY and asks that each of the 325 clubs of the Federation make the subject a special study on that day and forward their petitions in favor of small boards of education, to be elected at large, to the Hon. Smith W. Bennett, Columbus, O. The Federation stands uncompromisingly for elections at large, instead of by wards, and advocates small boards of education. The Announcement is accompanied by a valuable circular of "Information for New School Code;" prepared by Supt. Edwin F. Moulton of Cleveland.

— The Fortieth Semi-Annual Meeting of the Western Ohio Superintendents' Round Table, held at the Phillips House, Dayton, November 26 and 27, 1903, was largely attended and very enthusiastic. Many interesting questions were discussed but the one deemed of chief importance was that of "School Revenues." The opinion prevailed that in the new school code the state ought to make more ample provision for the maintenance of the common schools by taxing corporations and franchises as well as by increasing the State levy. By so doing the local taxation could be greatly reduced in most districts and the efficiency of the school system greatly improved. After the discussion a resolution was passed requesting the President and Executive Committee of the State Teachers' Association to call a special meeting of the Superintendents' Section of

that organization to be held in Columbus, Dec. 29 and 30, for the purpose of formulating a definite plan of action throughout the State. "Ought school authorities to encourage foot-ball and basket-ball?" was thoroughly discussed and some difference of opinion was found to exist. It was agreed, however, that if pupils *will* play at these games that the school authorities had better recognize them and control them. The discussion resulted in the appointment of a committee consisting of E. A. Hotchkiss, I. N. Keyser, C. W. Bennett, W. McK. Vance, and Geo. R. Eastman, to draft a code to govern foot-ball and other athletics, which committee was instructed to report at the spring meeting. Supt. A. B. Graham of Springfield Township, Clark County, gave an interesting account of the very practical work of the Boys' and Girls' Agricultural Experiment Club. Other schools and particularly township schools would do well to follow the plan as inaugurated by Supt. Graham. President Thompson of the State University was present and took part in the discussions. The following officers were elected: President, I. N. Keyser, Urbana; Secretary, E. A. Hotchkiss, Mechanicsburg; Executive Committee, W. T. Trump, South Charleston; H. R. McVay, Sidney. [While we are profoundly grateful to the writer of the preceding report for his more than kind reference to our presence, for a brief period, at this meeting, we are compelled for obvious reasons to omit that part of the report. No words can express our appreciation of the kindly greeting given and the pleasure afforded at being able to

meet the friends once more.—
EDITOR.]

— THE thirty-first session of the Northwestern Ohio Teachers' Association was held at Lima, Nov. 27 and 28, and proved to be one of the largest and most profitable in the history of the association. President I. C. Guinther, of Galion, delivered an able inaugural address in which he discussed some of the educational problems of the day, holding that the schools should shape public opinion, and not public opinion mold the schools. He affirmed that the public schools are as responsible for the moral standing of a community as they are for the intellectual. Dean H. C. Minnich of the State Normal College, Oxford, delivered a forcible and vigorous address on "Our New Obligations," in which he clearly showed the evolution of our system of public schools, and ended by showing the necessity of professional training, making an eloquent plea for Normal colleges and wise legislation. Supt. Zeller followed in a discussion of this subject and held that, as our people were teaching and coming to recognize more fully the ethical theory of the state—a theory which places public education on an ethical basis, our new obligations would be met in a royal way.

Prin. S. F. Ball, of Toledo, O., spoke in a masterly way on the "Ideal in Education." "Ideals change with the growth of our people. The ideal of to-day is the perfect man, physical, mental, moral, and the aim of education is to fit him to live in this world when all things will have attained perfection."

Last but not least on the afternoon program was the able and convincing address of Prin. Harlan E. Hall, of Mansfield, on the "Relation of Nature Study to Science." Principal Hall held that nature study should be informal, that it should lead our pupils in their early years to gather raw material by observation, and thus become the basis of the study of science in later years. "The teacher who does not have the love of nature in her soul should not attempt to teach it."

The evening session was devoted to a rich feast for the teachers—an inspiring address on the "Personality of Animals," by that priest of nature, Ernest Thompson Seton. After the lecture, an elegant reception was given to the visiting teachers by Supt. Miller and his corps of teachers.

Saturday's forenoon session was devoted to the subject of English, and so able, intelligent, and comprehensive were the addresses that a mere skeleton outline would only mar them. The paper on "English in the High School," by Miss Helen O. Lemert, of Columbus, was so helpful and practical that the association requested its publication in the educational papers of the State.

Prof. J. V. Denney, of the O. S. U., always good, excelled himself in discussing "Methods of Teaching English." In closing his inspiring address he said: "If one purpose of the schools is the development of character, we must use the intellectual part of literature merely as a convenient avenue to reach the emotions, the imagination, and the will.

"It is the heart and not the brain
That to the highest doth attain,

And he that followeth loves' behest

Far excelleth all the rest."

Prof. W. D. MacClintock, of Chicago University, closed the session with a masterly address on "Literature in the Common-School Course of Study." It was the most helpful ever delivered before this association.

The next meeting will be held at Tiffin, with the following officers: Supt. D. O. Wilson of Bowling Green, President; Vice-President, Supt. W. H. Richardson, Gibsonburg; Secretary, Myrtle Hartman, Fostoria; Treasurer, Supt. Chas. M. Davis, Berlin Heights; Executive Committee, Supt. C. A. Krout, Tiffin; Supt. R. I. Keiffer, Upper Sandusky; Prin. F. E. Reynolds, Defiance.

—Special attention is called to the remarkable offers made in the advertisement of the Tri-State Normal College found on the first page of our advertising department. All who expect to take up work in any department the coming months, should write President L. M. Sniff, Angola, Indiana, for full particulars.

—"GLIMPSES of Longfellow" will be mailed free to any one sending us two *new* subscribers to the MONTHLY at \$1.00 each. The regular retail price of the book is 50 cents, prepaid. Ten or more copies to one address, 40 cents each, prepaid. See advertisement in this issue for particulars.

—WE can most heartily endorse all the good things we have read concerning *The New International Encyclopedia*. This statement is made after testing its merits most

carefully in practical use. It is really *New* and up-to-date in every particular. Its mechanical construction is excellent, its bibliography complete, and its treatment of subjects so clear, accurate, and interesting as to make it usable by both pupils and teachers. We cordially recommend it as worthy a place in every public and private library.

— THE schools in Utica, under the supervision of F. P. Housholder, are booming. The enrollment has reached nearly 300 and three rooms in the town hall are now used for school purposes. By a practically unanimous vote, it has been decided to erect another school building to cost \$7,000.

— THE senior class of the Bucyrus high school, numbers forty members this year—the largest in the history of the school. In the midst of his many school duties, Supt. J. J. Bliss, as president of the board of directors of the Y. M. C. A., has found time to lead in the movement which has raised \$18,000 in subscriptions and secured the gift of a fine property valued at \$15,000, for this organization. As secretary of the Carnegie Library Board, he has succeeded in raising the local ten per cent on the offered \$15,000, and the location, and a fine library will soon be erected. All this simply proves that the more a superintendent does for his schools, the more he can find time to do for his community. We congratulate Bucyrus upon having a superintendent of schools who gets things done both in and out of the school room.

— PROF. F. E. ASSENHEIMER is meeting with great success as the

head of the Normal Department of Lima College.

— WE have read with interest and profit "Aims and Means in Education," by A. H. Dixon and G. L. Pake and congratulate the authors upon the clear and concise manner in which they have presented their views upon the subject discussed. Unlike too many books written upon educational topics, this volume is clear in its meaning and definite in its statement. The following paragraph summing up a very helpful discussion of the various Aims in education will give a good idea of the character of the volume which it is a pleasure to recommend to teachers:

"It has been shown in the preceding chapters that a definite aim is absolutely necessary in the ordinary affairs of life; that it is equally important in educational work; that this aim must be definite; that complete living is not an adequate aim; that to be and to do are not sufficiently definite; that a preparation for the social and physical worlds is only a partial preparation; that character as an aim is not permanently trustworthy; that community life is ambiguous; that the above aims may be safely taken as types of all others; that uniformity in aim is absolutely necessary; and, finally, that the highest aim in educational work should be *to render the pupil capable of living in harmony with law, physically, mentally, morally, and spiritually.*"

This book will be sent postpaid to any address for 60c. Send orders to A. H. Dixon, Albany, O., or G. L. Pake, Marshfield, O.

— WE are under obligations to Supt. R. P. Clark of Ashtabula,

president of the County Teachers' Association, for a copy of the resolutions recently enacted by that body relative to the proposed school code. The resolutions favor supervision for all the schools; boards of education of from three to five members, nominated by petition and elected at large, the members to be paid \$2.00 for each regular meeting; state board of education, one of whose duties shall be to appoint school examiners who shall issue certificates, upon uniform examinations, valid throughout the state; minimum salary for teachers for a minimum period, etc. The whole subject was fully discussed at a recent meeting, along with the Ohio Federation which was heartily endorsed.

—The Plymouth high school has recently equipped a gymnasium on the third floor of the school building, at a cost of \$150. C. M. Carrick is superintendent and Jennie C. Myers, principal.

—“OHIO History Sketches” by Pearson and Harlor is meeting with genuine appreciation outside of the state as well as in it. The *Journal of Education*, in a recent issue, has the following reference to it:

“This is one of the most satisfactory state histories in small compass that has ever appeared. Indeed, for completeness, accuracy, illustrations, maps, charts and interest, it is far the best I have seen. There are thirty authors, mostly superintendents of schools in the state, and the work is admirably prepared. The wonder is that school men have not been earlier and oftener employed for such service. None in the state are better equipped for such research and

writing. This is a book to be prized in any library for its attractiveness as well as for its value.”

—THE MONTHLY now goes to J. H. Rettinger, formerly a Lucas county teacher, at Malasiqui Pangasinan—writing it down with copy before the eye is sufficient to produce “mental fatigue” and to attempt to pronounce is said to be fatal—, Philippine Islands. We extend to him our best wishes for health, happiness, and success.

—THE Nature Study Bulletins issued monthly by Miami University under the direction of Prof. George W. Hoke of the Natural History Department, are full of valuable information and suggestions to teachers and schools. We advise teachers to write Dean H. C. Minnich of the Normal School, Oxford, Ohio, regarding them. We hope in the near future to publish a series of articles by Prof. Hoke, which will be very helpful to teachers in all grades, country or city.

—THE report of the Steubenville schools for November shows an enrollment of 2177 and a daily attendance of 1975. The administration of Supt. E. M. VanCleve is receiving the hearty endorsement of both teachers and patrons.

—THE Eastern Ohio Teachers' Association held its meeting at East Liverpool, Friday and Saturday, November 27 and 28. The meeting was well attended and was interesting and enthusiastic from start to close. The usual formal addresses of welcome by Dr. M. B. Pratt on behalf of the churches, and by Supt. R. E. Rayman for the city schools, were responded to in a

very happy manner by Supt. J. L. McDonald, of Wellsville. In his inaugural address, the President of the meeting, Supt. J. V. McMillan of Marietta, advocated greater flexibility and freedom in the matters pertaining to the instruction side of school work. The Faculty of Doing Things was the subject of a stirring paper by Supt. E. E. Smock of Dresden. The function of the high school was ably presented by Dr. Charles Hauptert of Wooster, and was further discussed by Supt. J. H. Snyder of Martins Ferry, and Prin. H. B. Work of Wheeling. Supt. S. K. Mardis of Toronto, who has been the most active leader in the movement known as the Ohio Teachers' Federation, read a paper setting forth the nature, claims, and possibilities of that organization.

The event of the meeting was the lecture by Dr. Frank Gunsaulus, of Chicago, on Friday evening. His topic was "The Next Step in Education." The church was crowded and the address was eloquent and inspiring. There still remain doubts, however, in the minds of some who were present, as to the exact length and direction of the next step in education. An earnest plea was made for the small college and the public schools, while the tendency to measure the efficiency of education by the size of the donations given to the large institutions was deprecated. The speaker said that if he had a million dollars to give to education he would not give one cent to the big colleges. His division of educational systems into the cistern variety and that of the clear-flowing well was described in his best style. Altogether the lecturer took high ground in standing

for those things in education which are considered most humble and whose value is least often appreciated.

President A. T. Perry, of Marietta College, who was to appear on the program Saturday morning, was requested to speak at the evening meeting preceding the lecture. His subject was "The Value of the E. O. T. A." He emphasized the many personal and professional advantages which come to those who attend the meeting. Several hundred teachers in the Eastern Ohio district would have been benefited by hearing this address alone.

The first part of the Saturday morning session was devoted to the school code. Dr. Herman S. Piatt, of Coshocton, and Supt. G. C. Maurer of New Philadelphia, each gave an interesting address, setting forth the elements which should enter into the make-up of the new school law.

The State Normal Schools were worthily represented. Dean Harvey C. Minnich of Oxford, gave a splendid address on the subject, *Our New Obligations*. Dean Minnich made an excellent impression upon the Eastern Ohio teachers. Prof. Frederick Treudley, of Athens, read a paper on "The Foundations of Method," which was a scholarly presentation of the subject, and held the closest attention of the audience. It is probable that, in the history of the Association, there has never been a Saturday morning session so well attended and enthusiastic as the last.

The East Liverpool teachers gave a reception to the visitors in the Carnegie Library building. A highly enjoyable feature of the sessions was the music, furnished by a ladies' chorus composed entirely

of teachers of the East Liverpool schools. The chorus was under the direction of Mr. Laughlin, supervisor of music in the public schools. We suggest that these ladies be invited to attend the State meeting. It is doubtful whether any other city of its size in the State could rival East Liverpool and its band of musical school marms.

The next meeting of the Association will be held in Cambridge. The officers elect are as follows: President, Supt. R. E. Rayman, East Liverpool, Vice President, Miss Neva Tidrick, Newcomers-town; Secretary, Miss Emma Fletcher, Martins Ferry; Treasurer, Prin. D. J. Schafer, Dresden; Executive Committee, Supt. C. L. Cronebaugh, Cambridge, Supt. H. S. Piatt, Coshocton, Supt. Wilson Hawkins, Mihgo Junction.

—WE gratefully acknowledge the courtesy of Prof. Charles S. Prosser, of Ohio State University, in sending us a copy of "The Nomenclature of the Ohio Geological Formations," reprinted from a recent issue of the *Journal of Geology*. It is a very valuable document.

—LAWRENCE county held a large meeting of her teachers' association at Ironton, November 29. Great interest was manifested in the excellent program prepared for the occasion.

—OUR thanks are due President Alston Ellis of Ohio University for copies of Bulletin No. 1, containing information relative to the Normal and Commercial colleges, and No. 2, containing the course of study for the Summer School for 1904, and two valuable papers, one on

"The Basis of Method," by Prof. Frederick Treudley, and one on "The Function of the Summer School," by Prof. Frank P. Bachman.

—THE program of the bi-monthly meeting of the Miami County Teachers' Association, held at Tippecanoe City, December 12, called for a discussion of a number of important round table topics at the forenoon session and addresses by Prof. Coultrap of Troy and President Alston Ellis of Ohio University in the afternoon.

—MISS ELIZABETH WILLSON and Prof. M. F. Andrew were married at Jasper, Ohio, November 26, and are now at home, Paxton Avenue, Hyde Park, Cincinnati. The MONTHLY extends hearty congratulations.

—SUPT. E. K. BARNES, of Bloomingburg, and his corps of teachers visited the Columbus schools the latter part of November. Since then he has resigned, to the great regret of the Bloomingburg board of education, to accept the superintendency of the Osborn schools. Supt. E. C. Hedrick of Canal Winchester, succeeds him.

—THE November meeting of the Portage County Teachers' Association was a success in attendance and interest. The main features of the program were: Paper, "Opportunity," Amy I. Herriff; Reading, Leona S. Reed; Address, "Some Underlying Principles," Prof. H. B. Turner; Talk, "O. T. R. C.," Prin. H. A. Lind; Address, "The New School Code," Supt. J. M. Sarver. Good music was furnished at both sessions.

— TOWNSHIP superintendency is succeeding at Pharisburg, with J. C. Hartshorn in charge.

— STRYKER is ready to occupy her new \$25,000 school building and Supt. G. W. Hurless and his teachers and pupils are happy. The high school, which enrolls 63, is doing excellent work. The school sentiment is strong and many successful teachers are being prepared for their work in the schools of the town.

— SUPT. N. H. STULL, of Osborn, resigned his position on November 30, to accept a well-earned promotion as superintendent of the DeGraff schools.

— JACKSON Township, Champaign County, has a supervisor of penmanship in the person of E. T. Zerkle, who is very successful in his work in writing, drawing, and bookkeeping. So far as we know this is the only *township* in Ohio fortunate enough to have this important work supervised. We hope we are mistaken and that we may be called upon to make corrections in our next issue.

— SUPT. C. E. OLIVER, of East Palestine, has good reason to be happy at all times as his work is always successful, but this year he has special reason to rejoice because his high school now has one of the most complete physical laboratories in the state. Nearly \$800 has been expended on this equipment the past year.

— THE Illustrated Industrial Edition of the *County News* of New Philadelphia and Canal Dover is an admirably executed issue and shows the rapid development of these growing cities. The public

schools of the latter, under the supervision of F. P. Geiger, receive most careful and complimentary consideration. The cuts of the school buildings, group picture of teachers, and the superintendent, are all excellent. The cut of the laboratory of the New Philadelphia high school shows a splendid equipment.

— DARKE county teachers held a rousing meeting at Greenville, December 19. The afternoon program called for addresses by Dr. C. W. Bennett, of Piqua, and Dr. W. O. Thompson, of O. S. U.,—a double team which would draw an audience in any county.

— SUPT. C. C. MILLER, Lima, and Supt. J. V. McMillan and Miss Martha Monroe, of Marietta, will instruct in the next session of the Washington County institute.

— THE reporter of the *Colorado School Journal* in a recent account, published in that paper, of his visit to the Colorado Springs Schools, has the following to say regarding our good friend, J. W. Scott, formerly superintendent of the schools at Loudonville, Ohio:

“Any principal in the United States could get pointers by visiting Principal Scott, of the Garfield. I stayed with him the larger fraction of a half-day. No man ever made a better plea to a delinquent, a more convincing talk to a petitioning parent or a crisper rebuff to a meddler than this same Scott. I didn't stay long enough. I should have pocketed my receipt book and listened to him judge his people. He was equally bright and interesting on other topics. I hid my diminished head as he told me about the pictures, casts and stat-

uary. He knew the artist, his work, his merit, his defect, his motif in each piece. Having these at his fingers' ends, he naturally laid them off to me at arms' length (and his arms are long), and there again I sat at his feet. His building is decorated in perfect taste, and it is all of the best—close to \$2,000 worth of it in that one building."

Score one more run for the Ohio boy who grew up in the State of many small colleges.

— WE are free to express a high degree of pride—pardonable, we trust,—in the recent vote cast in Camden in favor of a new school building which will be erected in the near future and which will be in keeping with the spirit of this thoroughly progressive town where it was our happy fortune to walk to the village school, from the farm two or three miles away, when a boy, and afterward spent four years as principal of the schools. The removal of the old building will naturally cause the older boys and girls, who attended the school many years ago, to think over those happy days a little more carefully than ever before and thus deepen the love in their hearts for the old associations formed there. If the thought of these old associations should for a moment cause a feeling of sadness that the dear old school house is to be no more, this feeling will soon be replaced by the better one of happiness that the future pupils are to enjoy the blessings and comforts of a thoroughly modern, well-equipped school home. We congratulate the citizens of Camden on their progressive spirit and the children on their good fortune.

— WE are delighted to receive a characteristic note from O. T. R. C. J. J. Burns, dated at Orlando, Florida, where he is spending his "summer" vacation. He states that he expects to go on *down* to St. Petersburg about December 30. The word "*down*" leads us to infer that he refers to Florida and not Russia. It is fair to presume that the fact that he is practicing on a type-writing machine fully explains the reason for his going *down*.

— THE Greene County Teachers' Association held its second bi-monthly meeting in the McKinley Auditorium, Xenia, December 12, 1903. The program was a most helpful one, for which Greene county teachers feel indebted to the able instructors: Mrs. Louise Ernest, Springfield; F. B. Pearson, Principal East High School, Columbus, and Profs. Aug. F. Foerste, Steele High School Dayton. Too much cannot be said in praise of the day's work. Prof. Pearson's address, "Cultivating the Emotions," showed study and thought, backed up with that common sense which is so dear to the practical teacher. His address, "The Drama of Job," was one of the best ever delivered before this association. Prof. Foerste's talk upon certain features in the folding of rocks helped the teachers to a clearer insight into this fascinating subject. Mrs. Ernest made the teachers feel the value of the historical novel in her own able manner.

— MISS MARGARET W. SUTHERLAND will be one of the instructors at the next session of the Butler County institute.

— THE Preble County Teachers' Association held its second meeting in the Town Hall at Eaton, Dec. 5. The program was exceptionally interesting and instructive. In the forenoon session Supt. H. F. Hippensteel of Eaton, gave quite an able address on the subject, "What Shall We Teach," and Supt. J. L. Fortney of Camden discussed "The Growth of the U. S." This subject was quite interesting to the teachers and led to some profitable discussion opened by Supt. C. S. Bunger. Quite an animated discussion then arose over the subject of "New School Legislation." Representative M. K. Hensel being present was invited to open the subject. He did so in a very able manner. The discussion finally resulted in the appointment of a committee of five to keep in touch with the Legislative Committee of the State Association and report from time to time what progress is being made toward new legislation. In the afternoon the Association was addressed by Prof. G. W. Knight of the Ohio State University on the "Teacher of American History." His address was forcible, logical, and instructive, and was greatly appreciated by the large audience of teachers. He was followed by Dean H. C. Minnich, of Miami University, who talked in one of his happiest and most interesting ways on "The Teacher at Work." Prof. Minnich is a strong school man and Preble County teachers are always glad to have him present.

— UNDER the leadership of Supt. H. G. Frost of Monroe, a Butler County Superintendents' and Principals' Club has been organized

and at a recent meeting the following resolutions were adopted:

1. *Resolved*, That it is the sense of this club that members of the Board of Education should be elected by wards or districts with two or three on a general ticket in cities. 2. *Resolved*, That we favor any proper method of increasing the school revenues to the end that the lowest salary of a teacher shall be not less than \$50 per month. 3. *Resolved*, That we concentrate our efforts toward Centralization of Rural Schools in Butler County.

At the same meeting the following Committee on legislation was appointed: H. G. Frost, Monroe; Darrell Joyce, Hamilton; Arthur Powell, Middletown; W. P. Cope, Hamilton and Augustus Kloman, Port Union.

— THE last session of the Shelby County Teachers' Association was full of interest. E. L. Steenrod directed the forenoon round table discussions and "Some Impressions of the Cleveland Schools," "School Revenues," and "Should the Graduates of Normal Schools be Given State Certificates?" all received earnest attention. At the afternoon session a paper was read by Miss Lucy Patterson and Supt. I. N. Keyser gave a practical address on "The Initiative in School Work." The next meeting will be held, February 20, 1904.

— TEN excellent reasons, "Why Should I Attend High School?" have been embodied in a circular recently sent out by Supt. Arthur Powell to the pupils and patrons of the Middletown schools.

— AT a joint meeting of the teachers of Columbus and Frank-

lin County, held in the Central High School building, Saturday, Dec. 19, two very strong addresses were delivered by Supt. N. H. Chaney of Youngstown and Prin. F. B. Pearson, of the East High School, Columbus. The former spoke on "The School as an Institutional Life," the latter on "The Drama of Job." Both addresses were cogent arguments for moral education.

—THE Union County teachers held their second bi-monthly meeting at Summersville, Ohio, Dec. 12. The welcome address was given by D. C. Bolenbaugh, President of the Board of Education in York township. The position taken by him on "Conditions of Wages," and the "School Legislation Measures," proved him to be a well informed, intelligent man, such as every school board should have for its president. The forenoon session consisted of a talk on Mental Culture by Elmer Godwin, a round table, music and a recitation. In the afternoon the teachers listened to a scholarly essay by W. C. Dyer of Richwood; a discussion of "Wages," by W. N. Plotner, Supt. Bryant, Prof. W. I. Hill, and others; and an inspiring address by Prof. W. I. Hill of Marysville. Action was taken by the teachers to send a petition to our State Senator and Representative asking them to work in the interest of the school legislation in the next General Assembly.

—THE "Ohio Teachers' Federation" was the most prominent subject for round table discussion at the Summit County Teachers' Association, December 12. At the afternoon session Rev. H. O. Allen

delivered an address on "The Personality of the Teacher as an Element in Teaching," which was followed by a full and free discussion of "A New School Code," opened by Supt. Hotchkiss of Akron.

—BARBERTON is to have a new high school building to cost \$40,000. Work on this building will begin early in the spring and it is expected that it will be ready for use by the opening of the fall term of 1904.

—THE Second Bi-Monthly Meeting of the Champaign County Teachers' Association was held in Urbana, December 19, 1903. The morning session was a Round Table Meeting and a very lively discussion was held on Needs of the Common Schools. County Fair School Exhibits were also discussed, and a committee composed of Superintendent Keyser and Township Superintendents J. C. Neer, D. H. Sellers, J. C. Heaston, and E. T. Zerkle, Supervisor of Writing and Drawing in the St. Paris Schools and Jackson Township, was appointed to meet the Fair Board in regard to classification of schools and premiums. At the afternoon session two addresses were delivered by Supt. H. R. McVay of Sidney, and Prof. David Major of the Ohio State University. Supt. McVay spoke on The Chief Aim and End of Education. He handled the subject very skillfully and clearly showed that Character or moral training is paramount. Prof. Major spoke on School Legislation and presented some very practical ideas on that question. The attention manifested by the teachers showed that the addresses were very profitable. The

next meeting will be held in Urbana the third Saturday of February.

—OUR thanks are extended to Geo. W. Grissinger, one of the Harrison county school examiners, for a complete list of teachers of that county, and the official announcement of the board relative to examinations. We are glad to note among the many good regulations that "due allowance will be made to teachers who attend the annual institute and who show evidence of having taken the O. T. R. C. Course."

—SUPT. N. E. HUNCHINSON is meeting with great success in his work at Napoleon. The course of study has been strengthened all along the line.

BOOKS AND MAGAZINES.

American Book Company, Cincinnati.

Monsanto and Languellier's Practical Course in Spanish. Revised by Freeman M. Josselyn, Jr., assistant professor of Romance Languages in Boston University. Half-leather, 12mo, 398 pages, Price \$1.25. For many years this has been one of the most successful Spanish grammars before the public.

Gleason's Greek Primer. By Clarence W. Gleason, A. M. (Harvard), of the Roxbury Latin School. Cloth, 12mo, 349 pages. Price, \$1.00. With many modifications suggested by class-room experience, this book continues the general plan of Gleason and Ather-ton's First Greek Book, which has been used so widely and successfully throughout the country.

McMahon's Elementary Plane Geometry. By James McMahon, Assistant Professor of Mathematics in Cornell University. Half leather, 12mo, 368 pages. Price, 90 cents. This is the first volume to be published of the secondary school books of the well-known Modern (Cornell) Mathematical Series.

Smythe's Reynard the Fox. Adapted by E. Louise Smythe, author of "Old-Time Stories." Cloth, 12mo, 122 pages, with illustrations. Price 30 cents. The latest addition to the well-known series of Eclectic School Readings. It presents the old "Reineke Fuchs" in simplified form for elementary reading.

Hall's Homeric Stories. For Young Readers. By Frederic Aldin Hall, Litt.D., Professor of Greek in Washington University, St. Louis. Cloth, 12mo, 200 pages. Illustrated. Price 40 cents. The pure and highly imaginative tales of Homer are in this book adapted for elementary reading and presented as a connected narrative. They will prove both entertaining and profitable reading for the children and a fruitful source of material for teachers.

MacClintock's The Philippines. A Geographical Reader, by Samuel MacClintock, Ph. B., Principal of the Cebú Normal School. Cloth, 12mo, 105 pages. With maps and illustrations. Price, 40 cents. Consisting of short descriptive chapters on the principal islands of the Philippines, and their provinces and towns, this book gives information in regard to their history, the manners and customs of the inhabitants, and the products, manufactures, and exports of the islands.

Bolles's Money, Banking, and Finance. By Albert S. Bolles, Ph. D., LL. D., Author of "Practical Banking," "Bank Officers," etc., and Lecturer in the University of Pennsylvania and Haverford College. Cloth, 12mo, 336 pages. Price \$1.25. This volume, while designed especially as a text-book for Commercial High Schools and the Commercial Courses of Colleges is equally suited for the general reader. It is a brief, practical treatise on the Theory of Money, the Practice and Usages of Banking, and the Principles of Finance.

Elements of Solid Geometry. Cloth, 12mo, 137 pages. Price, 75 cents.

Elements of Plane and Solid Geometry. Half leather, 12mo, 384 pages. Price, \$1.25. By Alan Sanders, Hughes High School, Cincinnati, Ohio. These two volumes complete the work begun by the publication of the Plane Geometry by this author two years ago.

Gibbs's Natural Number Primer. By David Gibbs, S.B. (Harvard). Formerly Superintendent of Schools, Hudson and Groton, Mass., and Division Superintendent of Schools, Philippine Islands. Cloth, large 12mo, 107 pages. Illustrated. Price 25 cents. Unlike other books of the kind, this primer teaches the most elementary ideas and forms of number and of language at the same time. It may be used either with or independently of the regular reading primer.

D. Appleton & Co., New York.

The Evolution of the Elementary Schools of Great Britain, by James C. Greenough, A. M., LL. D., formerly principal of Rhode Island School, Providence, R. I., later principal of Massachusetts Normal

School, Westfield, Mass. The above is one of the International Education Series and in the preface United States Commissioner Harris says it is "a competent study of one of the most important natural educational systems in the world written from the standpoint of an American director of schools for the training of teachers."

Ivanhoe, A Romance, by Sir Walter Scott, Bart. Edited with introduction and notes by Carrie E. Tucker Dracass, Englewood High School, Chicago.

The Book of the Short Story, edited by Alexander Jessup, editor of *Little French Masterpieces*, and Henry Seidel Canby, instructor in English in the Sheffield Scientific School, Yale University.

Present College Questions. Six papers read before the N. E. A. at Boston, July 6 and 7, 1903, by Charles W. Eliot, President of Harvard University; Andrew F. West, Dean of the Graduate School, Princeton University; William R. Harper, President of the University of Chicago, and Nicholas Murray Butler, President of Columbia University.

First Lessons in Finance, School edition of *Funds and Their Uses* by Frederick A. Cleveland, Ph. D., Wharton School of Finance and Economy, University of Pennsylvania.

Ginn & Co., Boston.

The Educational Music Course. New First Music Reader. Melodies for Sight Singing and Artistic Interpretations. By James M. McLaughlin, Director of Music, Boston Public Schools; George A. Veazie, Supervisor of Music, Chelsea Public Schools; and W. W. Gilchrist, Author of "Exercises for

Sight-Singing Classes," etc. Square 12mo. Cloth, 122 pages. List price, 30 cents. This important new music book, the New First Music Reader of the "Educational Music Course," is the first to be put in the hands of the pupil. It presents material for two years' music study, and may be used to advantage in the second and third or in the third and fourth grades, depending upon the arrangement of the curriculum.

Stories of the Ancient Greeks, by Charles D. Shaw. Cloth, 12mo, 264 pages. List price, 60 cents, mailing price 70 cents. This collection of stories of the ancient Greeks is intended for supplementary reading, and may be used profitably as early as the third year.

Elementary Plane Geometry Inductive and Deductive, by Alfred Baker, Professor of Mathematics in the University of Toronto. Cloth, 12mo, 146 pages. List price, 50 cents; mailing price, 55 cents. Professor Baker's book is an entirely novel presentation of the principles of elementary geometry.

La Mare au Diable, by George Sand. Edited, with brief introduction, notes, and full vocabulary, by Leigh R. Gregor, Lecturer on Modern Languages in McGill University, Montreal, Canada. 16mo. Semi-flexible cloth, vi+100 pages. List price, 35 cents; mailing price, 40 cents. In the new series binding. *La Mare au Diable*, a story of French peasant life in the middle of the last century, is the masterpiece of the most brilliant woman writer of modern times.

D. C. Heath & Co., New York.

A Primer of English Literature, by Abby Willis Howes. This book aims at being what its title indicates—a primer, a first-book.

It strives to tell simply and clearly a few things, and to bring prominently before the reader only the greatest literary names. An attractive volume bound in brown cloth, with gold lettering; contains viii+190 pages, 12 full page portraits, and a Literary Map of England. Price, 50 cents.

Zoölogy, Descriptive and Practical, by Buel P. Colton, A. M., author of *Physiology, Experimental and Descriptive*, professor of Natural Science in the Illinois State Normal University. The general plan of the book is to introduce each of the larger groups of animals by the careful study of a typical representative.

The High School Choralist for High Schools, Academies, Musical Associations and the Home Circle, by Charles Edward Whiting, formerly teacher of music in the Boston Public High School and author of the *Public School Music Course*.

Physical Laboratory Manual for use in Schools and Colleges, by H. N. Chute, M. S., author of *Practical Physics* and teacher of physics in the Ann Arbor High School. Offers a course adapted to secondary schools, sufficient to prepare for the entrance requirements of any college or university, and which should prove more satisfactory than that offered by any of the other recent books on the subject. Price 80 cents.

Macaulay's Life of Johnson, edited, with introduction, notes, etc., by Albert Perry Walker, A. M., Master, and teacher of English and History, in the English High School, Boston. This book aims to economize for both pupil and teacher any mechanical labor that is not really disciplinary. Price 25 cents.

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WILL POWER AND EDUCATION.

BY B. F. STANTON.

"Verily the times are out of joint" saith the teacher. From Northwestern University comes the report that of one hundred and forty-one freshmen who were examined on a list of one hundred and fifty words in every day use only fifty-six passed this test of spelling. In other words 85 per cent of the candidates, it is stated, missed twenty or more words. From near home comes the announcement that one of our scientific schools hereafter will admit to its freshman class only upon examination. The inference is that the graduates of our high schools have not their subjects well enough in hand to do successfully the work of the above school. A teacher of English in a reputable high school examines a freshman class of some sixty members and discovers that only one of these sixty, and she a girl most of whose preparation for high school was

obtained in a country district, distinguishes the difference between a phrase and a clause in all the examples given in the examination.

A teacher of arithmetic in grades six, seven, and eight bemoans the fact that pupils in her work have not mastered the simple multiplication of numbers consisting of one digit each, before coming into her grades. But a primary teacher, when asked for the burden of her complaint, replied: "Oh we primary teachers have so much to do that when we get home at night we are too tired to kick."

Every grade and every teacher has some condition to meet which is not ideal. High school teachers are apt to find their freshmen classes deficient, as it may seem, in certain branches of their grade work. I say "seems" for oftentimes this deficiency is not real. College professors too are perplexed with inefficient preparation

among their students, and the universities and professional schools have the same problem to meet, though in a somewhat modified form, among their students.

One community may complain of its schools because their graduates cannot spell like dictionaries and write like copy books; and others will protest vigorously against "bugology" and the "enriched" course of study. The ideal of the teacher is not necessarily the ideal of his community.

And from the east we catch the echo of Pres. Eliot's stentorian voice as he charges our school system with seeming failure and holds it responsible for many of the social and political evils prevalent today.

Truly the teacher's is a "strenuous" life. There is "trouble" all along the line, and hence the question naturally arises in the mind of the conscientious and thoughtful teacher whether the present methods of study are doing all for the pupil that they are claimed to do.

In recent years the educational atmosphere has been full of so called "fads." The succeeding years are proving which of these are genuine fads and which are, and are destined to be, real educational rudiments. But in the kaleidoscope of educational theories which some of our professionally pedagogical men have permitted us to see, I wonder at times if we

have not allowed the more virile elements of education to sink out of sight.

It is a sound principle of pedagogy that the will is as truly educative as are the so called purely intellectual faculties of memory, judgment, and reason. It is also distinctly taught that the education of the will is as important to the real life of the individual, intellectual and moral, as that of any other faculty. And yet in the work of teaching as it comes and goes, do we find as much attention given to this phase of the child's training as to the more distinctly intellectual faculties? ("Intellectual" faculties is an unhappy distinction but will serve our purpose here.) Indirectly the work in our school rooms develops a certain degree of attention in the pupils. But the contention is, does it do all that it should do? It has long since passed into an axiom of psychology that attention is the first ingredient—the foundation of mental work. Without it the mind lacks fixity. A thought here and one there, but the mind does not stay with any subject long enough to get below the surface. That general would indeed be unworthy his title who could not mass his forces together for an effective stroke. It is the whole mind concentrated upon a subject which is effective. And the principle is the same whether brought into operation by the child in the grades,

studying his lesson in history, or English or geography; or by the man in the councils of the nation attacking some problems of state, the lawyer defending his client or the physician ministering to the needs of his suffering patient. I might have the intellect of a Newton or an Aristotle, but if I could not fix it upon the problems I may be called to face, I should lack the first essentials of its use. Hence it is contended here that this power of fixing the mind upon a certain subject, pleasing or otherwise, to the exclusion of all else, should be cultivated, not incidentally but primarily, all along the line of school work.

Special exercises designed to test and develop the power of attention should be regularly introduced. That is a sound psychological principle followed by many teachers, wherein a question is seldom if ever repeated. It teaches the pupil to be alert.

"What are the principal seaports of the Atlantic states, Mary?" is a much more valuable form of putting a question than to address the pupil first and then follow with the question. Again, those exercises which test the pupil's rapidity and accuracy are extremely helpful to the attention.

It would be well if a part of each day could be spent in work under a very close time limit. It is disastrous in many cases to the attention to allow a pupil "to take

his own time" in doing a given task. Let him do a certain amount of work under pressure; it will stimulate his power of attention.

But some one replies in behalf of the pupil, that he will not do his best under such circumstances; his results will not show for all he is worth; the grade he would then get would not represent his ability. As to the "grade" it need not be considered. It rarely does accurately represent ability. The purpose of a school exercise is not "grades" but development. What you can do in a given time, and under favorable or unfavorable circumstances, is a measure of your education. And it is well for educators to remember this in the daily round of their work.

In these days too we hear a great deal about over-work. And it does not all come from the editor's room in Philadelphia. From the parents of the boys and girls in our high schools, particularly those in the first year's work, comes the cry of "over-work." A careful observation of the habits of the child in question while at study would reveal, in many cases, the secret. There is a great waste of time. We say the child has not learned how to study, hence such consumption of time; we mean rather that his attention has not been developed to the point of effective work.

Those of us whose college and university days are not very far back vividly recall our first strug-

gles as we entered upon our courses of study. It seemed at first as though we should be overwhelmed and could never rise to meet the demands made of us. But in time, with increased concentration of mind, which this very demand made imperative, we were able to meet the situation.

To use our faculties at their best under favorable or unfavorable circumstances is the condition toward which a large part of our school work should be designed to lead us.

And this whole power of attention is nil, if behind it all there is not a will whose integrity is not to be questioned. With this department of our mental self education should have much to do.

There may be those whose intellect has received a normal degree of training but whose wills Topsy-like have "just growed." These are our scholastic jelly fish or intellectual Neros. The man, however, whose will has received training symmetrical with his intellectual development is the one to whom we look as the perfect product of our civilization. He is the one who has power and can use it.

Now it is within the scope of our schools to develop this faculty measurably in our pupils. We cannot originate this power but we can develop it—not by ignoring it, but by definite work and exercises. That theory of education of which we have heard something in recent

years, of letting the child's education proceed along the lines of least resistance, is not wholly calculated to develop the will to its fullest. It is good for us all at times to face disagreeable things. Professor James from a psychological standpoint advises us all to do something occasionally which we would rather not do.

Will power is oftentimes the difference between the successful man and the unsuccessful one. And the same statement may sometimes be made of the successful and unsuccessful student. That theory of education which eliminates the virile, fiber-making elements can scarcely be expected to give us students of great power. The work of the school may be so conducted that its product will issue forth strong in intellect and power of will instead of a passive spineless being who lacks directive and originating power.

That is a pleasant theory to contemplate which brings young minds together and allows each to work out its own development by following its own inclinations. But the matter-of-fact experience of the class room demonstrates to us repeatedly, that the conjugation of *sum* and *sein* and the formulæ of mathematics demand a considerable expenditure of will power. Not that education consists of conjugations and formulæ, but it does consist measurably in applying the mind to subjects more difficult and

abstruse than conjugations and oftentimes equally as unengaging to the attention.

Power of application is our contention. This may be best developed by the limited conditions of home life. Tradition has it that Charlemagne in visiting the schools of his day, had the pupils separated into the good and poor students, and it was found that the former class was composed largely of the sons of the poor while the latter consisted chiefly of the sons of the rich. Not that the one class was intellectually inferior to the other, but their condition of ease and luxury had not developed within those boys the power of holding one's self effectively at work. That boy who has learned how to work—not the *modus operandi* but the application of his powers—is the one who can work and that effectively, when he enters the school room. Whether he has learned this on the farm or in the shop, it will serve him well in the exercises of the school or anywhere else.

It is a magnificent thing to have imposing school buildings and well equipped laboratories, but we have learned that a school does not consist of its physical surroundings and appurtenances. It is first of all the mind's workshop, and that school will do its students most good which stimulates the greatest activity and fervor of mind.

In the above there is no thought of inveighing against modern improvements and modern methods. School methods must change; they must improve. For the progress and improvement in civilization will be measured by the mental and moral products of the schools. Civilization has ever been a struggle forward, "reaching forth unto the things which are before."

When the power of water-wheels and wind-mills and beasts of burden was no longer adequate to the growing demands of the world, Watt gave us the principle of the steam engine and industry was revolutionized. When Eli Whitney, a law student in a southern city, saw the slow and laborious process of separating cotton, down in the cellar of his benefactress, he went to work and gave to the world a cotton gin. And so with many another. But not every discovery and invention, as witnessed by our patent office, is so benign in its results.

There are theories galore of disease and hygiene which have never seriously commended themselves to the age in which they were announced. And so there are theoretic "flower beds" of education: there are "new methods" and "short cuts" until our students demand their Greek or mathematics in sugar-coated pills and their history and geography served up to them with all the embellish-

ments of modern romance or adventure.

Those theories of education will last, like the great discoveries and inventions in the history of the world, which commend themselves to sound philosophy and are true to the experience and demands of men. And if the little "red school house" upon the hill has taught us anything of the philosophy of education; if it can teach us anything today so that those freshmen at Northwestern University can pass the examination in spelling a little more creditably to themselves and to our school system; if it can teach us anything by which our boys of today can have more power of application; if it can show us how to develop more of the oak in the present generation, then let the educators of today learn whatever its message has for them.

Certain principles in morality and education must be true, and have been true from the beginning. They are true to experience—true to nature. The other night as I sat

down to my paper my attention was drawn to an article entitled "Is Darwinism on its Death Bed?" called forth by the recent death of Professor Virchow, the great opponent of this theory. And the thought came, whether the theory of the great naturalist is declining or not, we cannot get away from the fact that man is man, and whatever his evolution has or has not been it has been true to nature and in it his own self activity has been a great factor. If Darwinism shall decline, it will, because it is not true to the fact that man is man and God is God. It may itself in demonstration of its own theory, undergo in the coming decades, a greater evolution. But it will live, if it is true to certain basic and fundamental truths.

And so in education. The New may be a recombination of the Old. It may be an evolution of the Old, but it can live and succeed only in so far as it is ultimately true to the nature of mind and to its fundamental laws.

O. T. R. C. DEPARTMENT.

SUGGESTIVE QUESTIONS ON THE WORK FOR MARCH.

GENETIC PSYCHOLOGY — VII.

CHAPTER VIII.

1. Is reading an end in itself, or a means to an end? Illustrate.
2. How does the eye of the reader move across the page? 3. Does the child recognize single letters, words or phrases? 4. Give illustrations showing a relation between learning to read and movements of

articulation? 5. How may one obtain good spelling in elementary grades? 6. Show the relation of letters, words, sentences, and ideas. 7. What preliminary processes in reading are necessary to the advanced intelligent reader? 8. What importance should be attached to the importance of learning to read correctly? 9. Should the teacher confine herself to a particular method of teaching? Why? 10. Will the same method work equally well with all pupils?

ART OF STUDY — VII.

CHAPTERS XIX AND XX.

1. How has an idea of method been abused in the school world? 2. What is the meaning of *apperception*, in modern pedagogy? (This later meaning is given in the appendix of Webster's International Dictionary. It is wholly different from the old meaning given to the word by the metaphysicians.) 3. What is a syllogism? 4. Give examples of deductive reasoning and of inductive reasoning, and apply the syllogism to both. 5. Which method of reasoning does the child employ at first? 6. What parallel readings are suggested? 7. Whence must the teacher derive his method, in order to be successful? 8. Which comes first, induction or deduction? 9. Can the teacher dispense with authority? 10. What is the tendency of an education drawn mainly from books, and how is this to be corrected? 11.

What was characteristic of the arithmetics and grammars of an earlier day, and how do the later text-books on these subjects differ from the old? 12. How may the principle of induction be abused? 13. Is the rule "First the idea, then the word" a rule of universal application? 14. What parallel readings are recommended?

SOME UNSETTLING LIGHTS — VII.

Adonais.—A Few Memory Points.

1. The author; some literary associates; his age; manner of his death; best known short poems; the one you know best. 2. Topic of this poem; inferred cause of Keats's death; is it likely the real one? 3. Meter of *Adonais*; number of verses in each stanza; name of this stanza.

Books open.

1. Line 16: Make sure of the meaning of the first word. 2. Line 40: second word. 3. Line 72: "mortal curtain." 4. Line 118: "molded." 5. Line 137: "kindling." 6. Line 179: "sightless lightning." 7. Line 232: "noon-day dew." 8. 310: "monumental." 9. Line 380: "once he made more lovely"—how? 10. Line 416: "pendulous."

Find and interpret:

1.
"It was for thee yon kingless sphere
has long
Swung blind in unascended majesty."

2. "The one remains, the many change and pass." 3. "And like a beaten hound tremble thou shalt—as now." 4. "Who was the Sire of an immortal strain."

HOW TO TEACH READING — VII.

CHAPTERS XIII AND XIV.

1. Discuss the importance of Contrast as a fundamental principle in all art. 2. In what ways is this principle made effective in literature? 3. In reading the illustrations given under Contrast be careful not to try to bring the contrast out by mere force. First take time to think the thought, or to experience the emotions, then express. 4. Where, in the illustration from "Sir Galahad," p. 210, is the contrast? How is it manifested? 5. Point out the contrast in the illustration from "King Robert of Sicily." 6. Illustrate Contrast of Ideas; of Emotions. 7. What is a Climax? origin of the word? 8. What is a Climax of Significance? Illustrate by reading aloud the example given. What is the force of "even"? 9. What is a Climax of Intensity? 10. Show how in the first illustration p. 213. Intensity does not necessarily mean force, loudness, or higher pitch. 11. Does Climax of Intensity necessarily include Climax of Significance? Illustrate. 12. Why does "your infants in your arms" follow "chimney tops" pp. 213-214? Is this an anti-climax? 13. Discuss the climaxes in this illustration

from "Julius Cæsar." 14. Give an illustration of a Climax of Emotion manifested by decreasing loudness but increasing impressiveness. 15. What is Gradation? 16. What does the author mean by Oratorical Climax in his comment on the last illustration on p. 220?

THE CRITICAL PERIOD OF AMERICAN

HISTORY — VII. CHAPTER VII.

1. Give the history of the action of the Continental Congress in submitting the constitution for ratification. 2. Explain the origin of political parties. 3. Summarize the arguments for and against the adoption of the constitution. 4. Name the states in the order in which they ratified it. 5. Describe the contests in the different states. 6. Describe the first presidential election. 7. Describe Washington's journey to New York and his inauguration. 8. The work as outlined for the year by the Board of Control calls for a review of Chapters I and VI for April. This review is very important and the manner of conducting it can best be determined by each circle.

ABRAHAM LINCOLN—VII. CHAPTERS

XXX TO XXXIII.

1. Discuss fully Lincoln's theory of reconstruction. How acted upon in different states? 2. Give the substance of his letters to the military governors. 3. Sketch the attempts at emancipation in the dif-

ferent states. 4. Sum up the opposition to Lincoln's renomination. Give your opinion of Chase's action. 5. Give the history of the Cleveland and Baltimore conventions. Platform of each. 6. Summarize Lincoln's reply to committee of notification. Significance of his reference to Mexico in his letter of acceptance? 7. What trouble with New York papers in 1864? 8. What opposition to Lincoln's plan of reconstruction? 9. What led up to the resignation of Chase? Give an account of the Greeley Peace Mission. 11. What was Lincoln's secret memorandum? Significance of it. 12. Give the history of the nomination, acceptance, and defeat of McClellan. 13. What was Lincoln's feeling when re-elected? His speech? Reference to election in his message to Congress? 14. Give the history of the thirteenth amendment. Lincoln's statements regarding its adoption. 15. What was Blair's Mexican Project? The Hampton Roads Conference?

NATURE STUDY AND LIFE — VII.

CHAPTER XXII TO XXV.

1. What is a tree? 2. Expand this proposition of the author,—A tree seed in the act of sprouting is one of the most inspiring things in nature. 3. Name, without reference to the book, five trees which ripen their seeds in the spring; ten in the fall; five that bear their

seeds in pods. 4. Mention several ways in which trees are "abused." 5. What neighboring city is praised by our author for its finely shaded streets? 6. How could "nuisance rage"? Importance of nut culture.

CHAPTER XXIII.

1. Per cent or organic matter in humus; in black loam; in common clay soil. 2. Upon what does fertility largely depend? What ingredient is therefore most important? 3. Point to a relation between bad farming and the River and Harbor Bill. 4. Put some interesting questions as to the water supply of a district. 5. Any harm to come from having our houses covered with a dense mass of wood-bine. 6. Different modes of loss from forest fires. Estimated annual loss from this cause. 7. Rank of Forestry as a branch of human industry.

CHAPTER XXIV.

1. Describe the structure and name some uses of an aquarium.

CHAPTER XXV.

1. What can you say in defense of the bat? Does he do any harm? 2. What is the author's fine eulogy on the chickaree? 3. Wicked ways of the weasel. 4. The skin of a lizard is how covered? 5. How may the botfly destroy a horse or an elk? 6. Tell the story of the

brown ant and his cows. 7. Defend the spider from the charge of being an insect. 8. Speak of the supreme use to man of the common earthworm. 9. Give the life history of *Gordius*. Have you encountered this being in your own tramps?

SCHOOL SANITATION AND DECORATION—VII.

CHAPTER XII.

(The topic "Beauty in School Work" stirred the esthetic soul of our author to drop into poetic quotation from Emerson, Milton, the New Testament, and Browning.)

The New World "guide, philosopher, and friend," accepted Monadnock's invitation to climb;

"Ere yet the summoning voice was still,
I turned to Cheshire's haughty hill."

From the top, the cloud-rack flowed and seemed an ample banner to the plain dwellers even a hundred miles away. The mountain was clad in a garment woven in his own loom. It was "an aerial isle unploughed," "an inspirer, prophet evermore." It would be the life's ornament of the people,

"And mix itself with each event."
And what lofty lives the people must live, what visions of beauty, what wonders of science!

"Happy, I said," etc., then the emotional tumbled when I, "In low hut my monarch found"—a "mountain white" forsooth! John Burroughs describes some such.

1. Contrast between a possible fine school room, and its school. 2. Browning's estimate of beauty. Emerson's:

"Beauty through my senses stole;
I yielded myself to the perfect whole."

Keats's

"for 'tis the eternal law
That first in beauty should be first
in might."

3. The first lesson that a "beautified" schoolroom should teach the pupils. 4. Recite the three rules of Arrangement of the written contents of a sheet of paper. 5. May the rule for "Balance" be well applied to the addressing of an envelope or post card? 6. What pangs afflict your recollecting soul, what nightmares of ugliness in pencil, ink or chalk, as you read of the "placing of the teacher's mark of approval or criticism"? 7. "Enrichment": note the author's fine figure: "Large areas of information," etc. A copy, writ small, of *Circe*, mentioned Page 177, may be readily found, studied, and enjoyed. Chapter VIII of *How to Enjoy Pictures* opens with it and the Homeric story which gave it birth. 8. Enumerate the possible points of merit in an examination paper. 9. A

work of art as a theme for language lessons: *a.* What the seer sees. *b.* What appeal does it make to me? What is my mood while gazing? *c.* Story, if known, of the chief figure, or of all the figures. *d.* Col-
lated facts as to the history of the picture. *e.* Interesting incidents in the painter's life. *f.* Other works of the same artist. Any characteristics they may have in common; the traits which would lead to assign an "unauthorized picture to

this or that painter as his work. 10. The make-up or composition of the picture under our eye, *The Holy Family*.

(I do not see how any imaginable schoolboy could write an essay except as a cold *abstraction*, on "Murillo's place in Spanish art or his "place in the history of painting." Leave that sort of essaying to be the prelude of "dainty refreshments.")

HELPS, HINTS, AND SUGGESTIONS.

SOME NOTES ON WASHINGTON'S FAREWELL ADDRESS.

By Prof. S. D. Fess, of Chicago University.

The famous state paper known as the Farewell Address is an exposition of public questions, and political policies of our first great public official retiring to private life.

The thought had taken shape as early as May, 1792, when Washington wrote Madison relative to such address, "I will without apology desire that you will turn your thought to a valedictory address from me to the public."

The threatening attitude of France, the undue activity of members of the Jacobin Clubs against the Administration, and the powerful pressure of the friends of the

Administration induced the President to change his mind; hence the address was deferred until close of second term.

Although one of the most modest of men, Washington, by choice, moved before the eye of the public daily. He was continually doing, speaking, and writing for the public eye and ear.

Now at sixty-four, having spent forty-five years in the service of his country, he had a sincere desire to retire to private life at Mt. Vernon, and his desire to have a last word with his people is the occasion of the famous address.

Much speculation has been made on whether his declining a third term was due to a principle of gov-

ernment, which he desired to establish, or to the desire to avoid further public life.

Nothing appears on the face of the paper to support the former view. Many citations are offered to show that his refusal to stand for a third term was wholly personal, and not intended to be a precedent.

The chief value of the address will always lie in the subjects treated and the keen insight revealed in the treatment. This has led distinguished minds to deny to Washington the authorship, and give it to Hamilton, whose aid was sought both in season and out. This question is not for this paper, and will not be taken up. The subjects treated are such as would be expected from Washington. In 1783 in a letter to the several governors of the states, he suggested as follows: "There are four things which I humbly conceive are essential, to the well-being, I may even say to the existence of the United States as an independent power:

1. An indissoluble union under one head.
2. Sacred regard to public justice.
3. Proper peace establishment.
4. Pacific disposition among people, etc."

And in this famous Farewell Address, he places first in importance the Union. "For it is a main pillar in the edifice of your real independence; the support of your tran-

quility at home; your peace abroad; of your safety; of your prosperity; of that very liberty which you so highly prize." He adds: "It is of infinite moment, that you should properly estimate the immense value of your National Union to your collective and individual happiness; that you should cherish a cordial, a habitual and immovable attachment to it; * * * indignantly frown upon the first dawning of any attempt to alienate any portion of our country from the rest."

To this phase of the address he gives one hundred and forty-eight lines of positive argument. He offers proof to show the mutual dependence of every part of the nation upon every other part; the North upon the South and vice versa; the East upon the West, and vice versa.

Judge Marshall in that wonderful series of decisions from 1801 to 1834, during which time he delivered the opinion of the court in thirty-six cases involving a constitutional question; and to whom is now credited a large share in the establishment of the Union as Washington understood it, and pleaded for it, never ascended in his sublimest flights beyond the position of the first President in his conception of the value of the Union.

Webster, enjoying the rare pleasure of being employed on many of these cases heard by the Supreme Court, such as McCullough, vs. Maryland, and the Dartmouth

College case, never perceived the great necessity of a perfect Union of the States more clearly than did the source of his inspiration, the Father of his Country.

The great lawyers drew upon theory, while the great Father drew upon experience.

Lack of food, clothing, and money was logic stronger than the syllogism. He argues his position from both a positive and negative standpoint.

One hundred and fifty-two lines are given to a discussion of the tendencies of Parties, which is not an argument against the existence of political organization of public opinion, but simply a negative argument for the Union.

He expressed strong fears that blind party organization and fealty would lead to a weakening of the ties of the Union; that it would sectionalize the country; would create geographical distinctions; would mould our thought and expression — Northern, Southern, Eastern, Atlantic instead of American.

The unhappy Whiskey Insurrection is cited, and the vast inviting countries of the Ohio and Mississippi rivers are thought to offer opportunities for bad men to make bad use of any movements designed to weaken the government.

This part of the address is often wrongly construed to be against party organization.

Our attention is directed to the danger of innovations in our organic law from transient causes. To this head he devotes about one hundred lines of clear statement.

It must not be overlooked that Washington fully recognized the one unique feature of our organization, viz:—the independence of its separate departments. He attempts to show that the tendency of parties was to induce one department to invade the domain of another, a fact much to be regretted.

Religion and morality he dismisses with a single page, but in it says, "a volume could not trace all their connections with private and public felicity."

Education receives brief mention: "Promote then as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

Public credit was urged as a strong basis for prosperous people — its opposite an evil of the deepest type to be avoided.

The Foreign Policy of the Nation receives over two hundred lines of the address. This was due to the feeling of the President aroused by the bitter attacks made upon him by the French Party in America.

The extravagance of the "Self Created Societies" especially in Philadelphia and New York and

the delicate situation created by the indiscretion of the French Minister, called for immediate action, hence the famous Neutrality Proclamation in 1793.

Soon Jay's Treaty was announced, and when Washington signed it in the face of a powerful opposition, it seemed all barriers to his protection were taken down, and he became at once the target of unmeasured abuse.

The usage of adjourning Congress for a half hour on the President's birthday in his compliment was voted down by 50 against 38.

Then the famous Randolph letter, a piece of infamy hard to characterize, was first made public.

Duane in the Philadelphia Aurora said: "If ever a nation was debauched by a man, the American nation had been debauched by Washington."

The Virginia House of Delegates refused by a vote of 74 to 69 to ascribe to him "wisdom in the cabinet, valor in the field, and the purest patriotism in both." All this to show his depth of feeling on party spirit, and stress laid on our Foreign Policy.

He makes a transcendently clear case for his Neutrality position. It could not have been better said. Each succeeding diplomat quotes with effect his ringing words.

Space will not permit a detailed outline of his views.

If our first great President could visit his country now, among the

many noteworthy marks of his identification he could make, he would observe:

(1) No President in these hundred years has been nominated nor elected a third term.

(2) For a full half century party spirit developed political differences, estranged geographical sections, created conflicting interest, threatened the Union, the Palladium of our liberty, precipitated war, and drenched the Nation in blood.

(3) For the last half century the love for the Union has steadily grown, and with it prosperity at home, and respect abroad, unrivaled on the earth.

(4) Religion, - morality, and education are receiving such recognition no where else, and never before as now.

(5) Public credit suggested by Hamilton and by him fearlessly carried into effect, has long since passed a mark that the most fanciful dreamer in the beginning of the century could not have imagined.

(6) The Foreign Policy of Neutrality which he announced in 1793 has been kept and since strengthened by the Monroe Doctrine in 1823, and reannounced by every President down to Roosevelt, when occasion offers, so now I read our Foreign Policy as Uncle Sam interprets it to the world outside of the Western Hemisphere "When you have trouble we will attend to our own business, and when we

have trouble you will please attend to your own business."

Our great President reflecting upon the marvel of growth and character of his young Republic could but take pleasure in the part he had in laying the first stones in its foundation.

THE CENTER OF INTEREST IN NATURE STUDY.

By Prof. George W. Hoke, Department of
Natural History, Ohio State Normal
School, Miami University.

Time was when everything worth knowing was supposed to be contained between the covers of a book. The value of the information was directly proportional to its remoteness from human life. Under the quickening influence of Pestalozzi, Froebel, and other reformers, the educational center of gravity began to shift. The teaching of Louis Agassiz with his inspiring motto, "Study Nature, not Books," is one of the symptoms of awakening. The writings of Darwin, Huxley, Spencer and others forced a readjustment of educational values, and the methods and materials of natural science came into prominence. Educators began to recognize more fully the value of the appeal to experience rather than to memory. Sense training became the desirable thing, and the object lesson seemed to provide the means. Because of the fact that the material was obtained from the realm of nature they soon began to call it

nature study. But the lessons were disconnected and greatly unequal in value. To overcome these obvious weaknesses appeal was made to the principle of correlation. Nature Study was correlated with geography, with reading, even with arithmetic. The main difficulty of this arrangement consisted in the fact that there was too little study and almost no appreciation of nature in it. A great deal has been learned in recent years from these experiences of the past, pedagogical thought itself has made great advances and we are beginning to see, as never before, what things are worth while in nature study.

It may be profitable to summarize a few of these findings:

1. *The center of interest should be primarily in the thing itself.* For instance, one may have an interest in a walnut tree itself, in the problems which center in the tree, in the products of the tree, or in the representation of the tree,—say by means of a water color. The problems suggested by the walnut tree fall within the realm of science, its products are a matter of practical economics, the water color is an affair of art. The interest primarily in the tree itself is the attitude which nature study should develop. This does not mean that the problems or the products or the picture are to have no part in the work, but it does mean that they are to be of secondary importance. They are to be used as means for

cultivating an abiding interest in the things of nature.

2. *Relative human value should determine the choice of the things which are to become the center of interest.* Educators are everywhere becoming more and more alive to the fact that it is the social significance of a subject which gives it value in a course of study. It simplifies matters, therefore, to be able to choose, from an almost infinite variety of objects, those things in nature of most human worth, which make for health, for culture, and for righteousness.

3. *The center of interest should be in living things.* The primitive relations of the race, as Dr. Hodge has well expressed it, were biological ones,—the native interest of the child centers in things that are alive. The caring for animals and plants gives the child something to do and this is the fundamental prerequisite for the development of that sympathetic attitude toward nature which we so much desire to cultivate.

4. *The center of interest should be in individual things.* This is a corollary of the statement that the center of interest should be in the thing itself, for it is difficult to see how a child could center his affections upon such an abstraction as birds in general or the class insects.

5. *Some definite and restricted field should be chosen as the center of interest.* This is a renewal of the old appeal to correlation, but in

this instance the emphasis is laid upon the grouping of the material from a limited field into definite relations.

In the light of these statements, "the growing plant" seems to furnish an almost ideal center of interest for the nature study work. How to grow the best plant possible has called forth the best energies of humanity. The man who makes a contribution to the solution of the problem is a benefactor of the race. The growing of plants will give the children a rare opportunity for service and the sympathetic affection which such service will arouse will lead them in all directions into the realm of nature. Problems of sunlight, of soil, of moisture, the bird and insect friends and foes—the kinds of plants all become of vital and first-hand interest to the grower and owner and lover of plants. Much of the work may be done at home and thus become of missionary value in bringing the home and school more closely together.

If the growing plant really becomes the center of interest to any considerable number of the children, there opens up a whole vista of possibilities in the way of improvement of the grounds at school and at home, the establishment of gardens, the stimulation of interest in agriculture and forestry—in a word the spiritualization of the whole environment of the child. There are, no doubt, other centers equally valuable. My plea is that

for the sake of the teacher, for the sake of the pupil, and for the sake of the community we should give up the hopeless task of attempting to include all the problems and mysteries of this Universe of God in our Nature Study courses. Success will surely be ours when we settle down upon some definite useful and workable field in nature, which will afford exercise for the motor activities of the child, and through which we may cultivate a real and abiding and intelligent interest in the great world of out-of-doors.

ARITHMETIC.

By Prof. Edson M. Mills, Department of Mathematics, Ohio State Normal School, Ohio University.

[While the following solutions are all interesting and helpful, the last two will be read with special pleasure and profit by all who had a part in the last state examination. They have been prepared by Prof. Mills upon special request.—ED.]

1. A steamer can run 20 miles an hour in still water. If it can run 72 miles *with* the current in the same time that it can run 48 miles *against* the current, what is the speed of the current?

SOLUTION.

If the steamer can run 72 miles *with* the current in the *same time* that it can run 48 miles *against* it, the rate down stream will be to the rate up stream as 72 is to 48.

$\therefore 72\% =$ rate down stream, and
 $48\% =$ rate up stream. Now the difference between the rates of sailing down stream and up stream is always *twice* the velocity of the current.

$\therefore \frac{72\% - 48\%}{2} = 12\%$, the velocity of the current.

But the rate *down* stream is always equal to the rate in still water *plus* the velocity of the current.

$\therefore 12\% + 20$ miles = rate down stream.

$\therefore 72\% = 12\% + 20$ miles.

$60\% = 20$ miles, and

$12\% = \frac{1}{5}$ of 20 miles = 4 miles, rate of the current per hour.

2. Three boys, A, B, and C, have a number of marbles. A and B have 44; B and C have 43; and A and C have 39. How many has each?

SOLUTION.

$44 =$ A's marbles + B's marbles,

$43 =$ B's marbles + C's marbles, and

$39 =$ A's marbles + C's marbles.

$\therefore 126 =$ twice A's + twice B's + twice C's marbles.

$\therefore 63 =$ A's marbles + B's marbles + C's marbles.

$\therefore 63 - 44 = 19$, number C has,

$$63 - 43 = 20, \text{ number A has,} \\ \text{and}$$

$$63 - 39 = 24, \text{ number B has.}$$

3. In a certain family each son has as many brothers as sisters, but each daughter has twice as many brothers as sisters. How many children in the family?

SOLUTION.

Let 10% = number of daughters, and

$$10\% + 1 = \text{number of sons.}$$

$$10\% - 1 = \text{number of sisters} \\ \text{each girl has.}$$

$\therefore 20\% - 2 = 10\% + 1$, since each girl had twice as many brothers as sisters.

$\therefore 10\% = 3$, number of daughters in the family.

$$10\% + 1 = 4, \text{ number of sons} \\ \text{in family.}$$

$\therefore 4 + 3 = 7$, number of children as required.

4. A traveler on a train observes that four times the rate of the train in miles per hour is nine times the number of spaces between telegraph poles passed in a minute; how far apart are the poles?

SOLUTION.

Whatever be the number of spaces passed in one minute, 9 times that number will be exactly 4 times the rate of the train in miles per hour.

Let 10 = the number of spaces passed in a *minute*.

Then, $\frac{9 \times 10}{4}$ = the rate of the train in *miles* per hour.

$60 \times 10 = 600$, number of spaces between poles passed in one *hour*.

$$\frac{9 \times 10 \times 5280}{4} = 118800, \text{ rate}$$

of the train in *feet* per hour.

$\therefore \frac{1}{100}$ of 118800 ft. = 1188 feet, distance between telegraph poles.

5. An agent sold a house at 2% commission. He invested the net proceeds of the sale in City lots after deducting his commission of 3% for buying them, and found that his commissions amounted to \$350. For how much was the house sold?

SOLUTION.

On every dollar the agent received from the sale of the house, his *first* commission was $2c.$, and his second commission was $1\frac{1}{8}c.$ of $98c. = \frac{7}{8}c.$ Then,

$2c. + \frac{7}{8}c. = \frac{23}{8}c.$ or $\frac{1}{10\frac{3}{8}}$, total commission on *one* dollar of the sales.

But \$350 = total amount of commission thus received.

$\therefore \$350 \div \frac{1}{10\frac{3}{8}} = 7210$; \therefore \$7210 = amount for which the house was sold.

6. A cistern has three pipes; the first can empty it in 9 hours, alone. The other two pipes are inflowing and equal in size. If the three pipes are left open, the cistern will be filled in 6 hours. How long would it take one of the inflowing pipes alone to fill the cistern?

SOLUTION.

$\frac{1}{3}$ = part the discharge pipe could empty in one hour.

$\frac{1}{3}$ = part filled in one hour when all three are left open.

But the part filled in one hour by the two inflowing pipes, *minus* the part emptied in one hour by the discharge pipe, will be the part filled in one hour, if all three pipes are left open.

\therefore Part filled by the two inflowing pipes in 1 hour — $\frac{1}{3} = \frac{1}{6}$.

$\therefore \frac{1}{6} + \frac{1}{6} = \frac{1}{3}$, part the two inflowing pipes could fill in one hour, if the discharge pipe is closed.

Hence $\frac{1}{3}$ of $\frac{1}{3} = \frac{1}{9}$, part one of the inflowing pipes could fill in one hour.

$\therefore \frac{1}{9} + \frac{1}{9} = \frac{2}{9} = 7\frac{1}{3}$, number of hours in which *one* of the inflowing pipes could fill the cistern, if the other pipes were closed.

7. A and B each have the same annual income. A contracts an annual debt amounting to $\frac{1}{4}$ of his income; but B spends annually only $\frac{1}{8}$ of his income. At the end of ten years B lends to A money enough to pay off his debts, and has \$160 left. What is his income?

SOLUTION.

Let 35% = annual income of each.

$\frac{1}{4}$ of 35% = 5%, A's annual debt.

$10 \times 5\% = 50\%$, amount of A's debt in ten years.

$\frac{1}{8}$ of 35% = 7%, amount B saves annually.

$10 \times 7\% = 70\%$, amount B would save in ten years.

$70\% - 50\% = 20\%$, amount B would have left after lending to A enough money to pay off his debts.

But \$160 = amount B had left.

$\therefore 20\% = \$160$,

$1\% = \$8$, and

$35\% = \$280$, annual income of each.

NOTE: 35 is a multiple of 5 and 7. The fractions, $\frac{1}{4}$ and $\frac{1}{8}$, suggest the symbol 35% in the analysis of this problem.

STATE EXAMINATION QUESTIONS —
DECEMBER 29-31, 1903.

GEOGRAPHY.

1. What causes contributed to the growth and commercial importance of New York, Chicago, Pittsburgh, Lyons, and Liverpool? 2. Give (a) Relief and Drainage of Ohio; (b) Mineral Deposits of Ohio; (c) Educational System of Ohio. 3. Name leading products of the sea. 4. Discuss fully underground streams. 5. Discuss fully cyclonic storms, with drawings. 6. "The world's meat trade has been greatly extended by processes of preserving flesh." Explain fully. 7. What cereal is the most costly, most nutritious and most widely distributed? Give facts to sustain each of these three statements. 8. What are the three great staples of Porto Rico? Explain the century-old saying, "No one goes hungry in Porto Rico." 9. Give illustrations of the effects of Geography upon History. 10. Name the states formed from the Louisiana Purchase. Name some of the great cities, rivers, and plains of that region. Discuss its wealth and give its area.

U. S. HISTORY.

1. The Louisiana Purchase—
(a) Agents of President Jefferson and of Napoleon; (b) Date; (c) Amount paid; (d) Area.
2. The Louisiana Purchase Exposition—
(a) Where? (b) When? (c) Why should this be a great event?
3. (a) Why was Napoleon willing to sell Louisiana? (b) Why was Jefferson so determined to buy it?
4. Give an account of the discovery of gold in California, and name important results of this discovery upon our country, and the civilized world.
5. Trace, in brief, the territorial growth of the U. S. to the present time, giving dates and areas.
6. Give an account of the first battle of Ironclads.
7. What was Lincoln's position, or view, in regard to the capture of Mason and Slidell? Why? Who carried the famous "Message to Garcia"? 8. Dates for (a) Destruction of the Maine; (b) Formation of "Republic of Panama; (c) Introduction of Australian Ballot; (d) Battle of Gettysburg; (e) Lincoln's birth.
9. Name, with dates, the great naval battles of our country.
10. What is the number of men in our army? Compare it with the armies of France, Germany, and Russia, as to size. What is the military system of the U. S.?

LATIN.

1. Translate into English: Crasus equitum praefectos cohortatus, ut magnis praemiis pollicitationibusque suos excitarent, quid fieri vellet ostendit. Illi, ut erat imperatum, eductis iis cohortibus, quae praesidio castris relictæ intritæ ab labore erant, et longiore itinere circumductis, ne ex hostium castris conspici possent, omnium oculis, mentibusque ad pugnam intentis celeriter ad eas, quas diximus, munitiones pervenerunt atque his proutis prius in hostium castris constiterunt, quam plane ab his videri aut, quid regeretur, cognosci posset. Account for all the subjunctives in the above. Syntax of praemiis, eductis, castris, and oculis.
2. Translate into Latin: Divico replied, that "the Helvetii had been so trained by their ancestors, that they were accustomed to receive, not to give hostages; of that fact the Roman people were witness."
3. Translate into English: Atque ut ejus diversa studia in dissimili ratione perspicere possitis, nemo est in ludo gladiatorio paulo ad facinus audacior, qui se non intimum Catilinae esse fateatur; nemo in scaena levior et nequior, qui se non ejusdem prope sodalem fuisse commemoret. Atque idem tamen, stuprorum et scelerum exercitatione adsuefactus, frigore et fame et siti et vigiliis preferendis, fortis ab istis praedicabatur, cum industriae subsidia atque instrumenta virtutis in libidine audaciaque consumeret. Account for every subjunctive. Syntax of scelerum, exercitatione, frigore, and virtutis.
4. Translate into Latin: But since the fortune and condition of those services which I have performed is not the same as is that of those who have waged foreign wars.
5. Translate into English: Ad quae Priamides; 'Nihil O tibi amice relictum; omnia Deiphobo solvisti et funeris umbris. Sed me fata mea et scelus exitiale Lacaenae his mersere malis; illa haec monumenta reliquit. Namque ut supremam falsa inter gaudia noctem egerimus, nosti; et nimium meminisse necesse est. Cum fatalis equus saltu super ardua venit Pergama, et armatum

peditem gravis attulit alvo, illa, chorum simulans, evantes orgia circum ducebat Phrygias; flammam media ipsa tenebat ingentem, et summa Danaos ex arce vocabat. Syntax of umbris, gravis, alvo, media.

ORTHOGRAPHY.

1. For what purposes are silent letters used? Name letters that are never silent. 2. Name six changes in the spelling of words in English advocated by the "Spelling Reform" Association. 3. Define vowel, orthoepy, root, diphthong, affix, mute, and subvocal. 4. Form all the derivatives possible from the following radicals and define each word: *claim, cede, grade, form, posit*. 5. Distinguish the meaning of the words in the following groups; bravery, fortitude, courage, gallantry, intrepidity, heroism; noted, famous, notorious, renowned, illustrious; forsake, surrender, relinquish; judgment, penetration, discernment, discrimination. 6. Spell correctly; mersinary, nulefy, intollerent, statelite, polygemy, anatomy, dolerous, negitive, indiginous, ellips, emminate, cynosure, iscicle, serloin, atrosity, anonomous, scaleen, resiprocal, sentenel, honerible. 7. Divide the following words into syllables and indicate the correct pronunciation by diacritics or otherwise: squalor, cupola, gallows, faucet, decade, navi-vete, funeral, nomenclature, turquois, misanthrope.

ARITHMETIC.

1. A cistern has three pipes; the first can empty it in 9 hours, the other two are inflowing and equal in size. If the three are left open, the cistern will be filled in 6 hours; how long would it take the

second and third alone to fill the cistern? 2. A and B each have the same income. A contracts an annual debt amounting to 1-7 of it; B lives on 4-5 of it; at the end of ten years B lends to A enough to pay off his debts, and has \$160 left; what is his income? 3. A note of \$800 dated September 10, 1876, due January 1, 1878, and bearing interest at 6%, was disposed of for the present worth, at 10%, July 19, 1877; what was the present worth at this date and the discount? 4. Invested \$10,000; sold out at a loss of 20%; how much must I borrow at 4%, so that, by investing all I have at 18%, I may retrieve my loss? 5. A merchant sold a quantity of goods at a gain of 20%. If however, he had purchased the goods for \$60 less than he did, his gain would have been 25%. Required the cost of the goods. 6. Sold cotton on commission, at 5%; invested the net proceeds in sugar, commission 2%; my whole commission was \$210: what was the value of the cotton and the sugar? 7. The area of a rectangular field is 30 acres, and its diagonal is 100 rods; find its length and breadth.

THEORY AND PRACTICE.

1. Distinguish between object-teaching and objective teaching. What are the advantages and disadvantages of the topical method of recitation? 2. Distinguish between the utilitarian and the ethical view of education and state which is the higher. What is the relation of interest to attention? 3. How do deductive and mechanical teaching compare? What do you regard as the common faults in oral reading, and what are your methods of correcting them? 4. Name five elements of success in a teacher?

Define intellect and state what you deem to be of primary importance in intellectual life. Name some characteristics of a good school. 5. State the general principles to be observed in the government of a school. Tell something of each of the following educators: Pestalozzi, Froebel, Horace Mann, Spencer. Name some of the improvements in the art of teaching within the range of your own experience.

ENGLISH GRAMMAR.

1. Name the notional words of the "Parts of Speech." Name the relational words. What one does not come under either? 2 What is the best classification of the adjective you can give? Show when the adjective is attributive and when it is predicative. Illustrate by a sentence. 3. Show why syntax should naturally come first in Grammar. Why is it always placed after Etymology in our Grammars? When may a word be said to be inflected constructively or by implication? 4. Give a reason for disregarding the "Common Gender." His *parents* are masters of the servants. A *parent* who never thinks of personal inconvenience, but always of the children's advantage, will be likely to make them selfish; for she will let that too plainly appear. The *parent* was helpful, kind, and worthy of the name. Give the gender of italicized words. 5. Parse the italicised words: *Woe worth the chase*, woe worth the day. *Woe is me*. Well is *me*. This grammar makes my labor a *pleasure*. This tale makes my two *eyes*, like *stars*, *start* from their spheres. He entered into a certain man's house *named Justus*, one that worshipped God. 6. Write three sentences

using could, would, and should in the Ind. mode, and write three sentences using the same words in the Sub. mode. 7.

"How fearful
And dizzy 'tis to cast one's eyes so
low!
Half way down
Hang one that gathers samphire,
dreadful trade."
"Her voice was ever soft,
Gentle and low, an excellent *thing*
in woman."

Wheat worth a *dollar a bushel last week* is selling for eighty cents. Parse the italicised words. 8. Write an example of the gerund which has the government of a noun and the function of a verb. There *was* proof of his having committed the theft. Parse his and having committed. 9. Give three examples of an adverb modifying a substantive. 10. Use the word "love" and give all the forms of the Gerund it has in the conjugation.

SCIENTIFIC TEMPERANCE.

1. State the effects of the excessive use of alcohol upon the organs of respiration. 2. Is alcohol a poison? Give reasons for your answer. 3. How does alcohol affect the heat of the body? Why? 4. What do statistics show as to "the expectation of life" among abstainers and alcohol users? 5. What are the general effects of tobacco upon the system? Is cigarette smoking more injurious than cigar smoking? Why? 6. What are the effects of alcohol upon the nervous system? 7. Under what circumstances would you advise the use of alcohol or tobacco? Why? 8. Is it true that the use of alcohol and tobacco is on the increase? Why?

RHETORIC.

1. Explain and illustrate four kinds of poetic feet; three kinds of metre. 2. Define the divisions of diction. How may a good vocabulary and the best style be acquired? 3. What is a thesis? How does it differ from an oration? State the parts of an oration. 4. Explain mixed metaphor, periodic sentence, catalectic verse, and illustrate. 5. Define stanza, rhyme, harmony, climax, and Spenserian stanza. 6. What are the chief qualities of discourse? What is literary criticism? Where tastes differ, what is the standard? 7. What is an allegory? Name five prominent allegories in our language. 8. Give examples illustrating the use of hyperbole, metaphor, epigram, metonymy, and simile. 9. What relation does language sustain to mental culture? 10. Define four different kinds of poetry and name an illustration of each.

PHYSIOLOGY.

1. Define physiology, anatomy, and hygiene. Name and locate the salivary glands and describe their functions. Give the mean temperature of the human body and state on what animal heat depends? 2. Distinguish between voluntary and involuntary muscles and name some of each. Define fibre, tissue, and organ. What influence has the mind upon muscular activity? Why do the muscles require sleep? 3. Explain the purpose and process of respiration. Describe the structure of the lungs. Name the parts through which the air passes into the lungs. What are the causes and effects of asphyxiation? 4. Give an outline description of the nervous system. Describe the brain, giving its location, size,

shape, and structure. What are the special nerves and how are they arranged? What is the sympathetic nervous system? 5. Define sensation. What is the use of pain? Explain the sense of smell. Describe the eye and ear. Define presbyopia. State what you can regarding the law of the tissues. How does alcohol affect the hearing, taste, and touch? What are the causes of fits and convulsions?

ALGEBRA.

1. Factor: (a) $x^3 - y^3 - 3xy(x - y)$.
(b) $(a^2 + a - 4)^2 - 4$.
(c) $1 - a^2 - b^2 + 2ab$.
2. $\sqrt{a^2 - 2ax + x^2} \sqrt{3a - x} = a - x$, find x .
3. $\begin{cases} x + x^{\frac{1}{2}} + y + y^{\frac{1}{2}} = 19. \\ x^2 + xy + y^2 = 133. \end{cases}$ find x and y .
4. Factor $102 + 11x - x^2$.
5. If $x: y = (x+z)^2: (y+z)^2$, prove that z is a mean proportional between x and y .

6. Expand $\sqrt[3]{a-1+3x^{\frac{1}{3}}}$ to four terms (By Binomial Theorem).
7. The number of square inches in the surface of a cubical block exceeds the number of inches in the sum of its edges by 210. What is its volume? 8. After A had traveled $2\frac{1}{2}$ hours at the rate of 4 miles an hour, B set out to overtake him, and went $4\frac{1}{2}$ miles the first hour, $4\frac{1}{2}$ the second hour, 5 the third, and so on, increasing his speed a quarter of a mile every hour. In how many hours would he overtake A?

PHYSICS.

1. Distinguish clearly and fully between physics and chemistry.

What are some of the recent discoveries that have been made in physics? What is a storage battery? 2. Give laws of refraction of light. Define, and illustrate by figure, total reflection. By what means and how is light decomposed? On what does the color of a body depend? Describe a fire-alarm box. 3. Explain chromatic aberration by the use of a figure. What is the theory of color blindness? What becomes of the energy that propels a moving body when it is brought to rest by a stationary object? 4. What is the density of a body that weighs 58 gms. in air and 46 gms. in water? The pressure of the atmosphere being 1.03 kg. per sq. cm., what is the amount on 10 sq. meters? At what rate in meters will sound move through air at sea level, the temperature being 20° C.? 5. The density of seawater is 1.025; calculate the pressure in grammes per square centimeter at a depth of 40 metres below the surface of the sea. How much steam at 100° C. is required to raise 150 g. of water from 0° to 100° C.?

GEOMETRY.

1. What is the locus of a point at a given distance from a fixed point? Of a point equidistant from two fixed points? Of a point at a given distance from a fixed straight line of indefinite length?

Of a point equidistant from two given parallel lines? Of a point equidistant from the extremities of a given line? 2. How many sides has a polygon the sum of whose interior angles is equal to the sum of its exterior angle? A polygon, the sum of whose interior angles is double that of its exterior angles? A polygon the sum of whose exterior angles is double that of its interior angles? 3. Demonstrate—The sum of the lines which join a point within a triangle to the three vertices is less than the perimeter, but greater than half the perimeter. 4. Demonstrate—If the diagonals of a quadrilateral bisect each other, the figure is a parallelogram. 5. Demonstrate—If the bisector of an exterior angle of a triangle is parallel to one side, the triangle is isosceles. 6. Demonstrate—The shortest line and the longest line which can be drawn from a given point to a given circumference pass through the centre. 7. Demonstrate—The diameter of the circle inscribed in a right-triangle is equal to the difference between the sum of the legs and the hypotenuse. 8. Demonstrate—In a parallelogram $ABCD$, a line DE is drawn, meeting the diagonal AC in F , the side BC in G , and the side AB produced in E . Prove that $\overline{DE}^2 = FG \times FE$.

(Concluded in March number.)

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O. T. CORSON, EDITOR AND PROPRIETOR.

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Michigan School Moderator.....	Lansing, Mich.
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Mississippi School Journal.....	Jackson, Miss.
Nebraska Teacher.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary School.....	New York, N. Y.
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.....	Taylorville, Ill.
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Teachers' Institute.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Virginia School Journal.....	Richmond, Va.
Western School Journal.....	Topeka, Kans.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....
.....	Milwaukee, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, June 28 to July 1, 1904. The president of the association is John W. Cook, DeKalb, Ill.

THE *Chicago Teachers' Federation Bulletin* for January contains sketches of the thirty-four teachers whose lives went out in the awful tragedy at the Iroquois theater, December 30, and is a sad reminder of one of the saddest days in the history of the great city. The supplement accompanying this issue contains cuts of nearly all the unfortunate ones, whose loss the whole city mourns. On the first page is printed the beautiful poem, "Resignation," by Longfellow — a poem which can never be read, even under the most joyous circum-

stances, without feelings of sympathy for all whose "fireside" has the "vacant chair," but read in connection with the sad recital of the suffering and death of so many lives consecrated to the noble work of teaching, this poem takes on a deeper meaning than ever before and the hearts of all who read its touching sentiments are filled with genuine sorrow for the homes that mourn the loss of the loved ones. To all such homes the words of "Resignation" must come with peculiar power and in the presence of this terrible affliction the two following stanzas seem to glow with a comfort and consolation more divine than human.

There is no Death! What seems so
 is transition,
 This life of mortal breath
 Is but a suburb of the life elysian,
 Whose portal we call Death.

She is not dead,—the child of our
 affection,—
 But gone unto that school
 Where she no longer needs our
 poor protection,
 And Christ himself doth rule.

THE recent sudden deaths of ex-governors Foster and Bushnell have caused genuine grief all over our good state whose sympathetic and appreciative people fully realize the debt of gratitude due these two clear-headed, warm-hearted citizens who served their state with such

fidelity and success. In so far as educational opportunities are concerned, both these men were distinctly products of the public schools, and in this day when the public schools are held responsible for all the ills of life, it is well to remember that they are also the source of much that is best. The writer of this had the good fortune to serve the last two years of his second term as state commissioner of schools under the administration of Governor Bushnell and in that experience learned not only to respect and admire him as an able and conscientious official but also to love him as a great-hearted, generous, manly, Christian gentleman. He was deeply interested, both from the standpoint of the citizen and the chief executive of the state, in all her institutions, but he had an especially warm place in his heart for the public schools which he considered the one great opportunity for the poor boys and girls, who, like himself, have to make their own way in the world. We shall ever remember with pleasure two conferences with him in his office which it seems not out of place to record in this connection. One was sought by the writer who asked the help of the Governor in securing an extra appropriation of money for the purpose of printing and distributing the Report of the Committee on Rural Schools in the state. A few characteristic questions, which went right to the cen-

ter of the matter, were asked. The answers were as direct as we were able to make them. A few minutes careful consideration were given to the question and then with a countenance beaming with satisfaction that he could help in a good work, the Governor replied in substance, "Go ahead and have the work done at once. Nothing is too good for the public schools and money must not be considered when their welfare is at stake." The second was held at the suggestion of the Governor who felt deeply upon the subject of the educational and moral welfare of the boys at the Industrial School at Lancaster — commonly known as the "Reform Farm." He stated the conditions and needs of this institution, from an educational standpoint, with a clearness and directness of mental grasp that would have done honor to any professional educator, and showed such a deep sympathy with these unfortunate, erring boys, many of whom, as he so feelingly and truthfully stated, were not bad at heart and could be saved to a useful manhood, as would have been a credit to any student of prison reform. He made an appeal for help from the school men of the state to aid in so systematizing, classifying, and supervising the educational work of the institution that the boys, who were sent there as truants or as juvenile offenders, should at once be able to find their proper place in the classes and as

a result lose no time in their years of school opportunities — years at the best only too few as he knew by his own experience as a boy. As the result of the wishes and work of Governor Bushnell the schools of the Institution were classified and are to-day under the competent management of Supt. Merrick, and no one can tell how many boys will be helped in securing a saving education of both head and heart by the influence of Governor Bushnell, who never forgot, in the midst of all the prosperity and honor which were his, the poor boy in whose future he had unbounded confidence.

THERE was nothing of a partisan nature in the congratulations showered upon our good friend, Senator Lewis B. Houck of Mt. Vernon, at the close of his eloquent and forcible speech presenting the choice for United States Senator, of what he so happily termed the Democratic "Big Four" of the Ohio Senate. All recognized in him a young man of ability and force of character. The editor was most happy to be able to tarry long enough on the scene to engage in the general handshaking which took place at the recess following the presentation of candidates, and confesses to a feeling of satisfaction and pleasure that another poor "Buckeye Boy" and former teacher has worked his way unaided and in the midst of many difficulties and

discouragements to a position of honor and usefulness in his native state.

IN a recent interview President Loree of the Rock Island, who is said to be the highest salaried railroad president in the world said:

"The greatest trial of railroad men? Well, I should say it is to keep out of the limelight. One often finds good men under one, doing splendid work, and there is the human temptation to interfere and snatch the credit for it. It requires the greatest self-control for a railroad president to let the good men in the road's employ get all the credit they earn. That is one of the qualities a railroad president must have."

This is most wholesome advice to persons of all classes including superintendents of schools and all who are placed in positions of authority in educational work. We occasionally find those who love to stand in the "limelight" and are not able to resist the "temptation to interfere and snatch the credit" for success which really belongs in a large measure to those who, officially considered, are "under" them. Fortunately, pompous people, who are ever ready to boast of their own power and success, usually deceive no one but themselves. The really great leader in any field of work is the one who not only knows but *feels* the debt of gratitude he owes to others. Any one who is not conscious of this fact would do well to spend February 22, sitting in sack-

cloth and on an ash heap reading Washington's Farewell Address and, if possible, thereby gaining something of the spirit of a really great man who, while never losing sight of his responsibilities and duties, at the same time recognized that the world could still move after his retirement. Hear the Father of the Greatest Republic in the World as he speaks:

"Not unconscious, in the outset, of the inferiority of my qualifications, experience, in my own eyes, perhaps still more in the eyes of others, has strengthened the motives to diffidence of myself, and every day the increasing weight of years admonishes me more and more, that the shade of retirement is as necessary to me as it will be welcome. Satisfied, that, if any circumstances have given peculiar value to my services, they were temporary, I have the consolation to believe, that, while choice and prudence invite me to quit the political scene, patriotism does not forbid it."

So many letters of appreciation have reached us regarding the helpful contributions of Prof. J. A. Culler, Ph. D., of Miami University, that we take special pleasure in presenting the accompanying cut, which he has finally permitted us to make use of. Doctor Culler has had a long and successful experience in public school work as teacher, high school principal, and superintendent, and is thoroughly qualified practically as well as scholastically for the chair of physics which he is now filling so success-

fully in the University which has such a splendid record for thoroughness in its work. In his department four courses are offered to students, the last being in the senior year. He also lectures each week to the physics class in Oxford Female College. All who have read his articles in the MONTHLY or listened to his splendid lectures in the teachers' institutes of Ohio, where

the author expects to have his part of the contract fulfilled before August 1, 1904.

Our readers are already acquainted with the nature and value of the Twelve Monographs on Supplementary Reading in Physics from the pen of Doctor Culler. In writing of these monographs Supt. J. D. Simkins of St. Marys, Ohio, says:

"There are so many helps and books thrust upon the teacher that it is difficult to get him to look at any. If some way can be devised to get teachers to look at these monographs, no further incentive to use them need be given."

To help "to get teachers to look at these monographs" we suggest that each one, who is interested in the study of Physics, send 5 cents to the author at Oxford, Ohio, and secure a sample copy or 50 cents and receive the complete set of twelve.



PROF. J. A. CULLER.

he is becoming in greater demand each year, will join us in congratulating his students upon their good fortune in having him as an instructor.

Doctor Culler is also busily engaged in preparing a series of new Physiologies for J. B. Lippincott Company, Philadelphia. The primary book is completed, the advanced book well under way, and

"The Colleges and Universities of Ohio," prepared by President W. O. Thompson of Ohio State University, and published in a recent issue of the *Ohio State Archaeological and Historical Quarterly*, is one of the most valuable contributions yet made to the educational history of the state. The accurate information which it contains was secured by only the most careful investigation, and the liberal spirit in which it is written will convince any one, who is willing to be

convinced, that Dr. Thompson, while president of our great and rapidly growing State University, is also deeply interested in the welfare of all the educational institutions of the state, both public and private, and is broadminded enough to give due credit to the work done in any and all the colleges of the state.

Among the many excellent sentiments expressed under his "General Statement" relative to the prominent features of the Ohio colleges, we quote the following which will be heartily endorsed by all who have any realization of the splendid service which these institutions have so unselfishly rendered the people of the state:

"It is proper to speak of the spirit that has lived in the Ohio colleges. The prosperity and progress of Ohio is as truly due to the aspirations of the people as to their labor. We have been laughed at for our many colleges, but it is well to remember that they represent the faith of the people. Over Ohio's hills and valleys our people have believed in their children; they have worked for them; they have built colleges at great sacrifice as a testimony to their own faith. We have not proceeded upon the theory that only ideal conditions should obtain, but upon the better theory of doing the best possible under the circumstances. The spirit made the Ohio alumnus a man of power and adaptability as well as a high-minded citizen. They have filled every important office from that of chief executive of the Nation down; they have been

marked by high attainments in the pulpit, in the practice of law, in medicine, in business and in all the usual callings of life. They have been neither paupers nor beggars, neither failures nor visionaries, but clear-headed, warm-hearted, patriotic citizens conserving the best interests of the State and Church. When the Civil War broke out, the call was heard in every college, oftentimes taking both professor and student to the front. The war emptied the class rooms. The history of that period shows every college to have suffered in attendance as in support. They made this sacrifice willingly, as it was the practical demonstration of the spirit nurtured in the colleges."

Since reading the proof of the preceding we have received the beautifully executed and exceptionally valuable volume, published by the *Ohio State Archaeological and Historical Society* and so admirably edited by its competent secretary, E. O. Randall, containing the Complete Proceedings of the OHIO CENTENNIAL ANNIVERSARY CELEBRATION at Chillicothe, May 20-21, 1903. Its contents are made up of addresses and personal sketches of which no intelligent person, especially a teacher, can afford to be ignorant. In addition to the remarkable address of President Thompson, to which special reference has been made, we call attention to the following as being of special interest to teachers and schools:

History Northwest Territory
from Marietta Settlement to Or-

ganization of State, Prof. Martin R. Andrews; Ohio in the American Revolution, E. O. Randall; The Public Schools of Ohio, Lewis D. Bonebrake; and Ohio Literary Men and Women, W. H. Venable. This magnificent volume from the press of Fred. J. Heer — this is a guarantee of the excellence of its mechanical execution — containing over 700 pages should promptly find a place in every library in Ohio, public and private. It can be secured at the low price of \$1.50. All orders should be sent to E. O. Randall, Columbus, Ohio.

THE STATE COMMON SCHOOL FUND.

[Through the courtesy of President Thompson, we are enabled to present this article, which will appear in the *Ohio Teacher* for February, to our readers also.—EDITOR.]

In the January number of the *Ohio Teacher* there appeared an article with the title above which purported to give an account of the State Common School Fund—why the levy was reduced and some of the results of that reduction of the levy. The article emphasized the fact that time was an element in the brief history therein given. By oversight one piece of legislation was evidently omitted and perhaps a wrong conclusion drawn from the facts presented in the article.

The course of legislation on normal schools, public schools and the State University was as follows:

House Bill No. 369, which provided for State Normal Schools became a law March 12, 1902. (O. L. 1902, Vol. 95, p. 45.) House Bill No. 575 reads as follows in the first two sections:

"Sec. 1. That there shall be levied annually, taxes for state purposes, on each dollar of valuation of taxable property for the payment of interest and constitutional reduction of the principal of the public funded debt of the state, eighteen hundredths of one mill, said fund to be styled the "sinking fund." For the support of common schools, ninety-five hundredths of one mill, said fund to be styled the "state common school fund."

"Sec. 2. That the act "prescribing the rate of state taxes and to repeal the act therein named," passed April 18, 1892, be and the same is hereby repealed." This became a law April 29, 1902. (O. L. 1902, Vol. 95, p. 327.)

Prior to this date House Bill No. 128, to which reference is made in the article had been introduced by the Hon. Clyde Painter of Wood County and referred to the Finance Committee of the House. That bill provided for 15-100 of a mill for the State University and one mill for the common school fund. After the act noted above had been passed, fixing the school fund at 95-100 of a mill, the State University bill was amended upon the recommendation of the Finance Committee to conform thereto and became a law May

8, 1902. (O. L. 1902, Vol. 95, p. 439.)

That reduction of the common school levy as provided for in House Bill 575, was one of the so-called "administration measures." It was against the judgment of a great many members of the House and no State University official or friend and no other university or state institution, either officially or by its friends had anything whatever to do with the passage of that measure. The argument used to quiet the opposition to the reduction was that the amount *per capita* was not reduced and that the state would continue to pay \$1.50 as it had done. This was made possible by the increase in the total grand duplicate of the state. The writer of this article has repeatedly protested, both to the Governor and to the Auditor of State, against such a reduction in the levy. It will be observed that the reasons assigned for the reduction at that time were the same as are assigned in the message recently submitted by Governor Nash to the legislature. I make quotation from that message as follows:

"By the act of April 29, 1902, the levy for the support of common schools was reduced from one mill on each dollar of valuation of taxable property to ninety-five hundredths of one mill. This saved to the property owners of the state during the last year the sum of

\$99,500, and will save during the coming year the sum of \$100,000. The reason that the levy was fixed at ninety-five hundredths of a mill was that, on account of the increased duplicate, it was found that this would produce a fund so that \$1.50 could be paid for each child of school age, which was as large an amount of money as had ever before been paid. The balance in this fund on November 15, 1903, was \$281,211. The present levy for the year ending November 15, 1904, will produce for this fund \$1,903,252, making the total for distribution, \$2,184,764. The number of school youth among whom the distribution is made has been ascertained to be for the year 1904, 1,243,781. If \$1.50 per capita should be paid as heretofore, it will leave a balance in this fund on November 15, 1904, of \$319,078. It would be a great benefit to the children of the state if this distribution should be made upon a per capita basis of \$1.70 instead of \$1.50, thus giving to the support of our common schools \$248,756.20 more than they received last year. This increased distribution can be made and still leave to the credit of this fund on the fifteenth of November 1904, \$84,764. I most heartily recommend that this increase in the distribution be made, and I further recommend that the levy for common school purposes be continued at ninety-five hun-

dredths of one mill on each dollar of valuation of taxable property of the state."

It will be noted from the above, therefore, that the attitude of the administration now and for some time past has been one of determined economy and that the reduction of the common school fund has been a part of that program and is again proposed for the present legislature. Certainly every school man within the state regrets that reduction. It would seem, therefore, inaccurate to state that the common school fund has been drawn upon for the support of the Ohio State University or for any other public institution.

W. O. THOMPSON.

Columbus, January 9, 1904.

**GENERAL SUGGESTIONS AS TO THE
SCHOOL CODE.**

In the discussion and enactment of the new School Code it is important that a few facts and principles be kept in mind.

In the first place it should be recognized that the schools of the state have been doing good work in the past. It is not true, as some misinformed persons would have us believe, that Ohio has the poorest schools in the United States. While we are not so egotistic as to think that our schools are as good as they can be or ought to be made, we feel that little attention need be paid to the ignorant grumbler who claims that they are all wrong. In fact

there is high authority for the statement that Ohio has the least system in her school organization of any state in the Union, but the best spirit among her teachers and in her schools. In working to improve the schools of the state, let us justly recognize that they are already comparatively good.

In the second place we must admit that the spirit of the teachers and schools, the most important factor in their success, is not a matter of legislation alone. Good laws are a means but not the end in public education. They are a help to successful organization and administration but they can not of themselves make interested patrons, earnest teachers, or good schools. When the writer was state commissioner of schools he received many letters of inquiry from so-called students of education relative to Ohio's school system. Such letters usually asked for the latest copy of the school laws and answers to a few formal questions. Upon the reading of these laws and answers to the questions asked, the student (?) intended to prepare his "thesis" on "School Systems" in general and Ohio in particular, receive his "degree," perhaps, and then start out to reorganize the educational world. The seriousness with which some such students(?) of education pursue their investigations(?) and announce to a waiting and anxious world their conclusions is amusing to contemplate but when we think

of how little they really know on the subjects on which they assume to pass final judgment, our confidence in the saneness of their conclusions and recommendations can not be expected to be either deep or abiding. To know the splendid educational spirit of Ohio it is necessary to have lived and worked in the ranks of her teachers and schools. We can hardly hope that this spirit will be recognized, understood, or appreciated by those who have never been touched by its helpful influence but it must not be lost sight of in the mistaken notion that good laws in and of themselves will make good schools.

However much we may make sport of the suggestion, there is such a thing as the "Ohio Idea"—a something unique and original—which carries with it an independence of both initiative and execution of work which gives to the "Buckeye" state and her citizenship a position of more than ordinary prominence in public affairs. There is an independence of thought and action on the part of Ohio men and women, including teachers, which is refreshing and which we believe is partly due to the fact that her schools have never been subjected to that lifeless system which, carried to an extreme, is death to originality and personality in the teacher. While we are willing to learn what other states are doing and are glad to profit by their experience, the mere fact that in a

certain number of states, they do thus and so, is no reason at all that Ohio should meekly follow the crowd. The educational conditions in Ohio are, in some respects, unlike those in any other state and with a "condition" instead of a "theory" confronting us, we must act in such a manner as will bring about the best results under existing conditions. It is also very important to remember that honest differences of opinion exist as to the best means of reaching the end desired by all—the best schools possible. Personally we are of the opinion that the change in our school laws should not be too radical. In many districts, no doubt in a large majority, we are convinced that a small board of education elected at large will best serve the best interests of the schools, but at the same time we must recognize the fact that in some localities conditions are such as to lead honest and conscientious people, among them teachers and superintendents, to insist that boards elected by wards will best meet their needs. If a referendum provision in the law, granting districts the privilege of deciding the question, will stand the constitutional test, such a provision appeals to us as expedient and wise.

Whatever the result may be and whatever differences of opinion may exist, let us hope that all discussions and actions will be of such a nature and carried on in such a

spirit as will make plain to every one that the greatest possible good for all the schools of the state is the one and only purpose in the minds and hearts of all.

In making these general observations we have had in mind constantly not only the town and city schools but also the rural schools. Lack of space will not permit a special discussion of this specially important question at this time. In fact our interest in the welfare of the rural schools and our views with reference to their betterment are so well known to the teachers of Ohio through talks made in each county in the state and in discussions recorded in the school commissioner's reports from 1892 to 1898, as to render unnecessary any lengthy repetition of the sentiments thus expressed. These schools have been a great blessing to the state in the past and will continue to be a power for good in the future. While it is fortunate that the conditions surrounding them are not such as to render necessary the close classification which seems unavoidable in the city schools, it is important that they be classified to a sufficient extent to render effective the work of the teacher, that they be centralized in districts where conditions make it advisable, and that they be supervised in such a manner as to aid not only the patrons to reach a clearer and more definite view of the educational opportunities which their children

ought to enjoy, but also to direct the teachers in their work in such a manner as to make possible the realization on the part of the children of the opportunities which the school offers.

EDUCATIONAL EXHIBIT OF THE ST. LOUIS EXPOSITION.

FOR the first time in the history of expositions, Education will be given the leading place at St. Louis. The Palace of Education, which is now completed and ready for the installment of exhibits, is in the very center of the exposition activities, bordering upon the 600 foot avenue leading to Art Hill and containing five acres of floor space. It is designed in modern classic style and has been built at a cost of \$350,000. Of the space devoted to domestic education, 47 per cent has been assigned to states and cities for their public school systems, and thirty of the states of the Union already have their exhibits under preparation. Cleveland is one of the five cities named as having in preparation independent exhibits.

The following paragraphs quoted from the last circular of information issued by Howard J. Rogers, Chief of the Department of Education, to whom all inquiries should be addressed, will be of interest:

SPECIAL FEATURES.

One of the great innovations in the exhibit features of the St.

Louis Exposition has been the endeavor to make it an exhibit of processes. So far as possible, this has been introduced into the educational department. Laboratories in operation, domestic science and manual training schools where pupils are at work, and the actual instruction of the deaf, dumb and blind will be special features. Further than this, the "live exhibit" can not successfully be carried. The "spirit" of the school room, which is one of the most essential features in mind-training, is thoroughly put to flight in an Exposition atmosphere. The only topics which are capable of demonstration by pupils are those which demand the constant use of hand and eye, as well as brain.

Another feature of the educational exhibit will be a lecture hall, with a seating capacity for 250 people, fitted out for stereopticon and lantern lectures, in which during the Exposition special lectures and talks will be given by educational experts from all parts of the world.

One of the most interesting exhibits will be that of the Agricultural and Mechanical Colleges and Experiment Station of the United States, which is being prepared under the special appropriation of \$100,000 made therefor by Congress at its last session. Many working laboratories will be maintained in this exhibit.

OBJECT OF THE EXHIBIT.

The object of the educational exhibit, as announced by the chief of the department in circulars, is twofold; first, to secure a comparative exhibit from all countries of the world noted for educational effort;

second, to present a thoroughly systematic exhibit of all phases of education in the United States. Both of these objects seem assured.

FOREIGN PARTICIPATION.

The following foreign nations have applied for space and are preparing exhibits, in accordance with this plan: England, France, Germany, Russia, Sweden, Belgium, Austria, Italy, Japan, China, Ceylon, Mexico, Cuba, Brazil, Argentina, and Chile. The ethics of exposition practice render it impossible to make public at the present time the distinctive features of these various foreign exhibits, but the plans filed with the Department of Education give satisfactory evidence that the exhibits will be of immense interest to the American educational and general public.

DOMESTIC PARTICIPATION.

The classification adopted by the Exposition authorities is as follows:

- Group 1, Elementary Education.
- Group 2, Secondary Education.
- Group 3, Higher Education.
- Group 4, Special Education in Fine Arts.
- Group 5, Special Education in Agriculture.
- Group 6, Special Education in Commerce and Industry.
- Group 7, Education of Defectives.
- Group 8, Special Forms of Education—Text Books, School Furniture, School Appliances.

Since preparing the preceding we have had an interview with Supt. J. W. Jones of the D. and D. Institution, President of the Department of Special Education of the N. E.

A., who attended the recent meeting of the presidents of the different departments held at St. Louis



SUPT. J. W. JONES,
*President Department Special Education,
N. E. A.*

to consider the program of the next meeting. He is very enthusiastic in his appreciation of the plans and purposes of the N. E. A., the meetings of which will be held in the various buildings on the exposition grounds. Model schools illustrative of the best modern methods of instructing the deaf and blind will be in operation the entire time of the exposition and the Institution at Columbus of which Mr. Jones is superintendent will have charge of the school for the deaf at least one month of the time. This recognition is a high compliment to Supt. Jones whose remarkable success in his present position is a great honor to the state of Ohio.

EDUCATIONAL NEWS.

It is with special pleasure that we present this month cuts of our "Educational Missionaries," the School Book Men of Ohio, who travel over the state by day and by night "doing the people"—good.

For some time we carefully studied the best arrangement of this remarkable group of heroes only to discover that any plan or order of presentation was impossible of execution. Our first thought was to present them in the order of NATURAL BEAUTY but we at once discovered that upon this basis each one would demand precedence over all others and that idea had to be abandoned. Then AGE suggested itself as the best basis for classifica-



J. H. ROWLAND,
American Book Company.

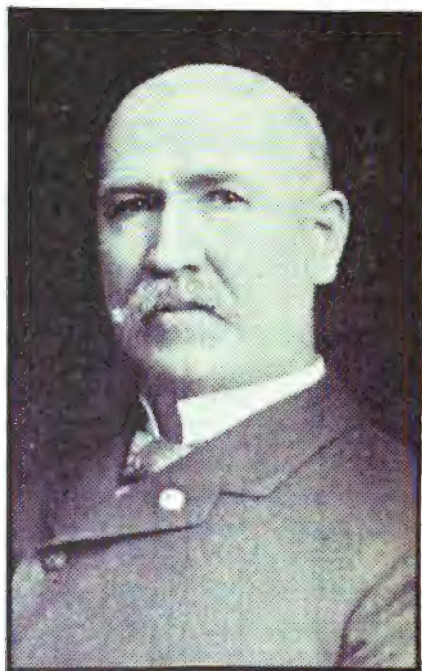


C. P. PARKHURST,
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tion but the younger men—there are no old ones—objected so seriously to this plan that it was given up with much reluctance. Let them appear in the order of their MODESTY then suggested itself as a happy solution of the difficulty, but when their countenances were looked upon, with this suggestion in mind, they all began to blend into one inharmonious entirety—see dictionary—and gradually to disappear. Finding that no “system” could be followed in dealing with such varied life, even in picture form, we have concluded not “to arrange” them at all but, “taking them as they come,” to let each one appear “solitary and alone” as an EDUCATIONAL NEWS NOTE which speaks louder than words.

Long may they live! This jolly crowd of fellows—as good a lot of “boys” as “ever came down the pike,” loyal to the publishers whom they represent, true to their friends who are many, merciful to their enemies who are few, courteous and obliging to all. We present them with our “compliments,” with the request that they be accorded a careful “examination with a view to introduction” at the earliest possible date.

Their “introduction to society” at this season of the year when the minds of pupils and teachers are naturally directed to the immortal,



G. K. LYONS,
American Book Company.



E. B. STEVENS,
The Macmillan Company.

even if untrue, story of the hatchet and the cherry tree, seems most opportune and fitting.

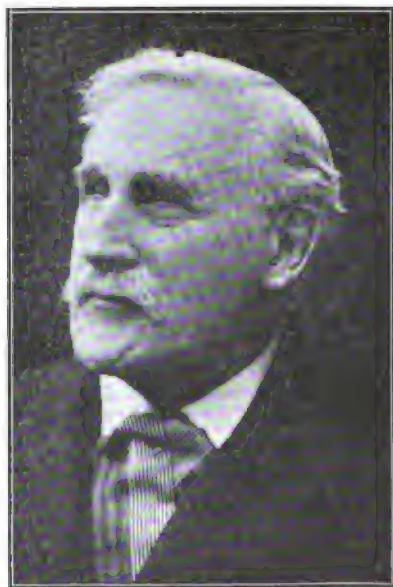
ALL ABOARD FOR ATLANTA.

For the trip to the National Superintendent's Meeting at Atlanta, Ga., February 23, 24 and 25, a party is being organized by W. W. Boyd, of the Ohio State University, Columbus, Ohio, to whom those who are interested should write for particulars. The party will leave Columbus Friday night, February 19, and take a Queen and Crescent train out of Cincinnati at 8:30, Saturday morning, reaching Chattanooga in the evening in time for dinner. Sunday will be spent at Chattanooga, Lookout Mt., Chicka-

mauga and Missionary Ridge. Then Monday the party will proceed to Atlanta. The round trip rate from Columbus is \$19.05. All tickets from points in Western, Central, and Southern Passenger Association territory are subject to extension for return until March 31. Side trip rates of one fare for the round trip are offered following the convention to all points within 150 miles of Atlanta.

We have had the pleasure of travelling over this route a number of times and can heartily recommend it. The attendance from Ohio should be large. All who expect to go should write Mr. Boyd AT ONCE.

— Our thanks are extended to Supt. Chas. M. Davis of Berlin



W. C. GINN,
Ginn and Company.



C. F. STEARNS,
American Book Company.

Heights for a copy of his recently published *Guide to the Study of Civics* containing seventy-five lists of questions of a helpful and suggestive nature to students and teachers of this important subject.

—We desire to call the special attention of all our readers to the *Ohio Centennial Celebration Volume* of which special mention is made in our editorial notes and comments. The price of this volume, one of the most valuable yet issued by the *Ohio State Archaeological and Historical Society*, is only \$1.50. It can be secured by addressing E. O. Randall, Secretary of the Society, Columbus, Ohio.

—All the Ohio friends of Supt. W. H. Cole of Huntington, W. Va., will join us in extending hearty congratulations upon the recent action of his board of education in increasing his salary \$200, dating from the beginning of the present school year. Things are moving down in Brother Cole's parish. The new Carnegie Library is rapidly nearing completion, a new eight room ward school building is ready for occupancy, and the splendid central high school building of twenty-two rooms, to be equipped with all the modern appliances for the high school, gymnasium, and manual training departments, is under construction.

—Announcements of the Cornell Summer Session for 1904 are at



STUART EAGLESON,
Ginn and Company.



A. M. DODDERER,
American Book Company.

hand. We note that the Nature Work, supported for two years at State expense and then discontinued, has been made a part of the regular program under Professor L. H. Bailey, the new head of the department of Agriculture.

—Rio Grande College has just received fine portraits of the first two presidents of the college; Rev. Ransom Dunn, D. D., who was president from 1876 to 1879, and Albanus Avery Moulton, A. M., president from 1879 to 1887. The portraits were presented by the families of the deceased presidents.

—The O. T. R. C. is doing well all over the earth and Lucas county is at the front. Supt. Chalmers of Toledo, gladdened the heart of Secretary Burns at the Christmas

season by sending in the names of 410 members and at about the same time J. H. Rethinger, formerly secretary for Lucas county, sent his fee and good wishes from the Philippines where he is now teaching.

—Supt. L. E. York of Barnesville is highly recommended as an institute lecturer by committees in counties where he has worked. List of subjects and recommendations will be sent to any committee desiring his services.

—J. M. Martin, formerly of the Urbana high school, is meeting with marked success in his new position as superintendent of the schools of Weiser, Idaho.

—Mr. and Mrs. W. J. Machwart are enjoying another prosperous



J. A. HARLOR,
D. Appleton and Company.



E. E. RICHARDS,
Ginn and Company.

year in charge of Savannah Academy.

—R. A. Metcalf of Allyn and Bacon has been promoted and is now manager of the New York office. We extend heartiest congratulations.

—Our genial friend, John McDonald, editor of *The Western School Journal*, remembered his friends with a New Year's card printed in many tongues but all in the orthodox spelling.

—Our thanks are extended to Miss Ada M. Fleming, Music Department of Ginn & Company, Chicago, Ill., for a copy of the handsome calendar issued by the firm and containing the announcement of The National Summer School—

eighteenth year—to be held in San Francisco, July 4 to 16, and Chicago, July 25 to August 6, 1904. One of the special features of this beautiful calendar is a song—words and music—for each month in the year.

—Our readers will join us in extending sympathy to Miss Ellen G. Reveley upon the death of her mother which occurred recently at Syracuse, N. Y. It will be remembered that Miss Reveley resigned her position as supervisor in Cleveland in order that she might care for her mother, and the sacrifice thus made has been fully compensated in the comfort and joy that are hers because of the opportunity for loving service thus made pos-



C. T. MCCOY,
American Book Company.



J. W. CARNAHAN,
Ginn and Company.

sible. Miss Reveley will now be glad to continue her excellent work as an institute instructor the coming summer and committees desiring competent service can employ her with the absolute assurance that her work will be helpful. Her address is 349 Westcott street, Syracuse, N. Y.

—Preble Co., held her third Teachers' Association, January 9. The program for the forenoon was opened by Supt. C. F. Geeting, who read an excellent paper on Discipline. Following this was a report of the committee on School Legislation to the effect that the committee had met and organized and was ready for work but had no

definite plans outlined. The Ohio Teachers' Reading Circle work was also discussed by the township secretaries and others. The afternoon session was opened by Miss Grace Green, Prin. of the Dayton Normal School, who came in place of Supt. Brown. She gave her charming talk on Birds which was a surprise as well as a pleasure to the teachers for they were shown not only how little they knew of their feathered friends but how interesting and profitable their study becomes. After a short recess Dean Williams of the Ohio University Normal School gave his address on Who Should Teach. He emphasized especially the qualifications of a teacher that a certificate can not test,—sympathy, joyousness, per-



R. W. KITTRELL,
American Book Company.



L. S. WELLS,
Proprietor of O. T. R. C. Depository.

sonal appearance, for pupils take their teachers for models. His lecture was a good one, well delivered and inspiring. The next meeting will be held March 5, when President Benton of Miami University and Supt. Carr of Richmond, Ind., are expected to deliver addresses. The paid membership fee, \$1.00, has reached 179 and is still growing. Can any county in Ohio, with only 174 teachers necessary to supply the schools, beat that record?

—State Director, Supt. W. H. Kirk of East Cleveland, announces his N. E. A. Organization Committee as follows; Supts. E. D. Lyon, Madisonville; E. M. Van Cleve, Steubenville; J. K. Baxter, Mt. Vernon; W. S. Robinson, Fostoria — all good selections. "Kirk's

Kabinet" is all right and the "Buckeyes" will respond to their call with enthusiasm and in large numbers. On account of the meeting of the Democratic National Convention to be held in St. Louis the week originally announced for the N. E. A., the dates of the latter have been changed to June 28 to July 1. The change is a wise one as the programs might conflict. We know a few educators in Ohio who might "cut" even a session of the N. E. A. for a glimpse at a National Political Convention.

—G. Otto Grady, son of Supt. Aaron Grady of Nelsonville, is the new superintendent at Empire, taking the place of Abram Grove resigned.



J. W. DAVIS,
Silver, Burdett and Company.



B. E. RICHARDSON,
D. C. Heath and Company.

—Our genial and greatly valued friend, D. N. Cross, special Ohio representative of G. & C. Merriam, writes to change his address to 1045 John street, Cincinnati, and then adds the following note which can be read with understanding without the use of an interlinear translation. All the words in it are taken from Webster's International.

"I am very pleasantly located in the new home—one block from city hospital, three blocks from city hall and police station, and only a short distance from the house of refuge. Don't tell any of the boys. My new landlord is an amiable gentleman who does not insist that I shall pay in advance. I will advise you promptly of my next move."

—The Schoolmasters' Club and the Principals' Round Table of Cleveland have issued their "Creed" relating to the proposed legislation on the new School Code. They favor a board of education of not more than seven members and a school director or business manager elected at large; the appointment for from two to five years, by the director, of a superintendent of instruction who shall appoint and discharge all teachers and truant officers, appointment of teachers to be first time for one year, second time for two years, third time for four years, and after having served for seven years, all teachers to hold their positions until removed by resignation or by the superintendent; state board of examiners to be appointed as at present, members not to be employed as institute in-



T. D. DOUTHITT,
American Book Company.



E. W. AVERY,
D. C. Heath and Company.

structors, and certificates granted as at present with college graduate certificates for period of 1, 2, or 5 years, and normal graduate certificates for same period; county board of examiners as at present, only two to be of same political party, and uniform examinations; city board of examiners, three to six in number, appointed by the president of the board of education, the school director, and the superintendent of instruction, with life certificate, valid in district where granted, added to present grades of certificates.

— Things are moving in Mansfield as all will readily believe who are acquainted with the ability and energy of Supt. C. L. Van Cleve, who is ever on the alert to do some-

thing, not of the sensational nature, but of a helpful character for his teachers and schools. One of the principals of that city accompanies a subscription to the MONTHLY with the following note which we take the liberty of publishing:

The Mansfield teachers have this past week spent a very enjoyable and profitable time attending lectures by Miss Maud Summers on the subject of Handicraft and Art in School Work. I think that many of us have had the beams removed from our eyes. Thanks to Supt. Van Cleve.

— Supt. Arthur Powell of Middletown is conducting a vigorous campaign in his city with the purpose of increasing the high school attendance. We predict that he will duplicate the remarkable record made in Marion under his superintendency.

— The teachers of Columbus and Franklin county enjoyed a rare treat on January 16, when Dr. John W. Cook, President of the N. E. A., addressed them upon the subject, Imagination as a Factor in Education. The address was scholarly, logical, chaste, and most inspiring. While at the same time, it was so clear and practical that all received many suggestions that will be helpful in their daily work. All in all it was a day long to be remembered.

— All who heard the excellent address of Supt. A. F. Waters of Georgetown, at the recent session of the Hamilton County Teachers'

Association, on Sympathy, Simplicity, and Sincerity, were delighted with both its letter and spirit. It was plain to all that he talked out of a successful experience and practiced at home what he preached abroad. At the same meeting, Supt. W. S. Cadman of Norwood delighted the audience with his illustrated lecture on A Vacation on the Painted Desert.

— Brown and Clermont counties recently held a union meeting of teachers at Georgetown, and judging from the report published in one of the local papers, they had a lively session. Supt. A. F. Waters "called them to order" and we presume kept them there as closely as could be expected while the discussion on "Love and Fear" was in progress—a discussion in which nearly everybody in southwestern Ohio took part, including Supt. E. B. Cox of Xenia. One of the principal features of the program was a paper on Virility in Teaching by Supt. Mendenhall of Washington, C. H., who received a most hearty welcome from his boyhood friends. At least one hundred Clermonters attended this meeting, coming in a special car. It is understood that Brown county teachers and their friends to the number of 1,000, or thereabouts, expect to attend the next session at Batavia, March 12, when Supt. Collins will "keep order."

—Just as we are handing "copy" to the printer, the announcement of a Grand Educational Tour of one week—March 25 to April 1—to Washington, D. C., reaches us. This is the fifth annual party conducted by W. W. Boyd of the Ohio State University and is most admirably planned for sight-seeing, convenience, and comfort. The most remarkable statement connected with the announcement is that the entire cost of the trip, including Pullman car fare and side trips to Arlington, Alexandria, and Mt. Vernon, is only \$33.00. While many teachers and high school pupils have already registered for the trip, the number is not limited, and all who desire to take advantage of this splendid offer can be accommodated.

The special train of Pullman vestibuled sleeping cars will leave Columbus via the Norfolk and Western Railway at 7:00 P. M., Friday, March 25, and will make stops at Circleville, Chillicothe, Waverly, Portsmouth, and Ironton. At Kenova, W. Va., the train will be delivered to the Chesapeake and Ohio Railway and over this beautiful route, so noted for its fine scenery and equipment, the trip to Washington will be made. All who would like to enjoy this delightful spring vacation trip, should write at once to W. W. Boyd, O. S. U., Columbus, Ohio, for full particulars.

ORDERED TO LEAVE THE COUNTRY.

Following the announcement of the Oriental Tour of the Honorable Henry Houck, to which editorial reference was made in the January MONTHLY, there came to the editor and his wife, from several persons in Ohio and Pennsylvania, the suggestion that they should carry out their previously contemplated ocean trip and accompany him on at least a part of his journey. These suggestions were strengthened with a recital of the health-restoring properties of such a journey and we had determined to act upon them, in part at least, and had consented to accompany Dr. M. G. Brumbaugh, later on in the season, to some point on the Continent from which we should all act as an escort to Dr. Houck on his return home. These plans have been modified somewhat because of an imperative order to leave the country at an earlier date. This order was issued by a committee which called at our home on January 30 and not only insisted upon our leaving, but also presented to us a purse to be used in carrying out the order which they as a committee had executed on behalf of teachers and friends in the State.

No multiplication of words can express our appreciation and gratitude for this most kindly remembrance coming from friends who, all through the past years, in health and in sickness, have so constantly manifested their kindness

and generosity. All that we can offer in return for all this unmerited kindness is our most sincere and heartfelt thanks together with the hope that in due time, a kind Providence may fully restore health and strength and thus enable us to be of some little service to the schools and teachers of the state to whom we owe a debt of gratitude that can never be repaid.

ANNOUNCEMENT FROM THE OUT-LOOK COMPANY.

Theodore Roosevelt as a Citizen, "Theodore Roosevelt the Citizen," the latest work of Jacob A. Riis, is to be an unconventional biography. As almost everyone knows, Mr. Riis came into intimate relations with Mr. Roosevelt when the latter was a Police Commissioner in New York City, and the two worked together with equally intense vigor and grit in fighting against graft and in behalf of decent living—parks and schools for the children, safe and healthful tenements, a clean and honest city. Since then the two have been warm personal friends, and Mr. Riis's opportunities for knowing about the President's life, opinions, and feelings have been peculiarly full and even unique. In this book, as in Mr. Riis's "The Making of an American" and "How the Other Half Lives," he shows the power of a born story teller. It is to be published this spring by the *Outlook Company*.

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ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. LIII.

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No. 3

WHY WOMEN TEACH.

BY M. G. BRUMBAUGH, OF THE UNIVERSITY OF PENNSYLVANIA.

I propose to answer a question that was asked me some months ago. It is a question in which you all have an interest. As reported in our Philadelphia papers, it appears that there are above 600 new schools and above 1200 additional women teaching in the schools for 1902. This indicates that all the new positions in schools and above 600 other positions once held by men are now held by women. And when I look back over these years of progress, from year to year, I find that the number of women teachers is gradually increasing and the number of men teachers is gradually decreasing. It is, perhaps, only a question of a few years and the places filled by men teachers will be filled by women, and we of the sterner sex will be outside and the women inside the profession!

The question asked was this: "*Why do women teach school?*"

I turned to a bright woman and asked her to answer. She said: "Tell them that women teach school waiting for 'a chance.'" The answer did not satisfy me. I know of some heroic women who have had the "chance," and have voluntarily chosen to teach.

I turned to a man and asked him to answer. He said: "Women teach because they are willing to work for less money." This also seemed to me a most unfair view of the case. I could not accept his implied censure and his evident regret that it was so. Then I began to think and investigate. Finally, it seemed to me that in a truer sense and more nearly in harmony with the facts in the case women teach because of a fire and a dead chicken! Let me explain:

I read the story of Greek education for a thousand years before the time of Christ and always it is the Greek schoolmaster. In the

Roman state it is the same — the master, the master. During the mediæval and renaissance time, for almost a thousand and a half a thousand years, it is the school-master who trains the youth. In later history, under a new civilization, during the fifteenth, sixteenth, and seventeenth centuries, men have been almost exclusively the teachers of the race. During this time arose the Dame Schools in England, in which a few good-hearted but untrained women undertook as a private enterprise the training of a few children. This was the day of the horn-book and the simple teaching of rhythmic ethics. It was also the age of the ab ab's, eb eb's, ïb ib's, ob ob's, etc.

Now when one addresses an Institute in some places he must begin his address: "Ladies and gentlemen"! The reason so many men yet linger in the corps of teachers in this contiguous territory is to be found in the large German element in the life of Eastern Pennsylvania. You know that when the so-called "Pennsylvania Dutch" get hold of anything they are last to let go! Women have come, therefore, in the last century, by leaps and bounds, into the realm that formerly and for so long belonged to men. By what strange association may we assert that this significant new educational reform is due to a fire and a dead chicken?

In 1762 there was a fire in one of the public squares of the city of

Paris. The fire was lighted by command of the Archbishop of Paris, and at his command into it was cast a book. That book was *Emile*, and its author fled the country to escape the fate of his volume. This French educational romance, among other things, attacked the artificial social life in France at that day and rebuked mothers for surrendering their children at birth to nurses, many of whom were illiterate, and not a few positively vicious. It is a crime against childhood to divorce the child from its mother. Under this growing democratic spirit of France, women, for the first time in generations, became proud of their motherhood, and it was not uncommon for women of high social position to appear at public functions with their own children in their arms. This much Rousseau did — he linked the motherhood to the childhood of the race.

Up in Switzerland a copy of *Emile* was read by a young man, a schoolmaster and a dreamer, who had undertaken the study of law and failed, who had undertaken the study of theology and left the pulpit at his first trial. He then became a schoolmaster, with the unique and significant platform: — "The regeneration of mankind by means of elementary education." The book that was burned became the inspiration of this young man. He was led to write *Leonard and Gertrude* — the greatest work of this truly

great reformer, and later, *How Gertrude Teaches Her Children*. And Pestalozzi announced the further doctrine that not only should the child be with the mother, but that the child should be taught by the mother. Thus motherhood was exalted into the place of teacher.

Up to Pestalozzi's school at Burgdorf came a young German tutor whose head was trained and whose heart was true. He examined carefully the whole Pestalozzian activity, and saw both its strength and its weakness. He was convinced that mothers taught well, not because they are mothers, but because they are women. And Froebel went from Pestalozzi to make womanhood the teacher of the childhood of the race. And lo! the kindergarten. Women have slowly but surely moved upward through the grades—from kindergarten and primary school to grammar and high school, doing good work all along the line, and gaining steadily in usefulness and numbers, and filling positions of importance from kindergarten to university.

Thus through Rousseau, Pestalozzi and Froebel the pedagogic justification came to pass. Had the fire not been kindled and the author driven from France perhaps the conventional and traditional lines of society would have made this great advance of women impossible. So much for the fire. Now for the chicken.

In the time of Shakespeare, one cold day, Lord Francis Bacon was riding in the country. The meditations of the philosopher were centered in the sensations of cold he experienced. Finally he queried as to the length of time meat could be preserved were it kept sufficiently cold. The idea was at once put to the test. A chicken was purchased at a farmhouse; its body was cleaned and stuffed with snow. The excitement and exertion led to the philosopher's death. But his experiment is the germ of a great industry. In our own city I was told by a marketman that turkeys killed in Kansas as early as August are sold at Christmas in Philadelphia as fresh turkeys. In Puerto Rico we had daily delivery of meat that came from the great slaughterhouses of South Omaha. And the soldiers in far Luzon who sit this evening around their camp fires have beef that is transported in refrigerators across the continent and the broad Pacific. And this is but the legitimate unfolding of a great inductive law that had its germ in the fertile mind and simple experiment of Lord Bacon.

And all this is but a type of the great industrial revolution that has come with the inductive methods and laboratory activities of the past century. Everywhere the multiplication of machinery and the application of principles have opened up great fields of activity for highly trained young men. Hence in the

nineteenth century, while the principles of Rousseau, Pestalozzi, and Froebel were pointing the way for women to the ranks of the teachers, our great industrial advance was drawing from the ranks their competitors for place, the young men. Now both groups are employed, both are busy, both are winning renown and contributing to the phenomenal advances of our American civilization.

Thus in a century women have dominated the teaching of the race. The question naturally arises, is this wise? Has it been an advance in our civilization for our young women to enter the teacher world and our young men to enter the industrial world? If I were to ask you to vote upon this question perhaps most of the women here present would vote "Aye," and the men "Nay."

At least, it is fair to say some of our inherited bias would manifest itself in our reply. I shall not answer the question whether it be wise or unwise. I shall content myself with the declaration that in the providence of God I believe the economy of the race is best worked out as it works itself out. I am optimistic enough to believe that as things are we are infinitely better off than we could be if things were as our themes and traditions would have them to be. This may be in a measure a stoic's creed. I accept the conditions, and say: Welcome to women in our school-rooms;

welcome to men in our industries. Whatever modifications in our conditions are wise we will in due time achieve. It is perhaps well to assert that in the nature of the case a child needs in its educational advance at some period to touch the life of a manly man and again the life of a womanly woman to the end that he may know the significance of authority and of love as guiding principles for life.

There are, however, two matters to which it is wise to direct our attention. One of these is the indisputable fact that with the coming of women as teachers education has become a vastly more kindly office. The lessening of punishment—a tremendous blessing to childhood—has come with the coming of women as teachers. The Greek, Roman, Mediæval, and early modern schools are all recorded by the historian as places of cruel punishments. Plautus records that when a boy made a mistake in a single syllable his skin would be made as spotted as his nurse's gown! St. Augustine, in his confessions, prays that Almighty God may mitigate the cruel punishment he endures from his teacher. In 1260 a school at Worms provided that "any pupil whose bones have been broken, or who has been severely wounded by his master in chastising him, shall have the right of quitting the school without paying the *honorarium*." Agricola describes school

as a place "in which there are blows, tears, and groans without end." In the valley of the Thames, less than 150 years ago, young women were obliged to carry the rod on a silver tray to the mistress, and when inhuman punishment had been inflicted upon her bare back the victim was obliged to kiss the rod, thank the mistress, and retire backwards from the august presence. And this all-too-sickening a recital was temperate treatment in comparison with the brutal beatings administered to young women in Havana, Cuba, as late as 1836. To-day there is less cruelty, less corporal punishment in the schools than ever before. In the city of Philadelphia, and in the State of New Jersey, by law, corporal punishment is prohibited. Even in the new land of the flag—the beautiful island of Puerto Rico, corporal punishment is a rare event, and by law is practically prohibited.

The tendency of our present day education is to become increasingly kind and humane, not only in the matter of punishment, but in all matters that go to make up the school. The facilities for heating, lighting, ventilating and decorating the school room, the books supplied, the desks provided, and the entire organization of school exercises, have all been wonderfully improved. The child in school to-day has every physical convenience and every legitimate advantage and incentive for good work. It has

also the kindly discipline which makes for respect and love and industry. I do not hesitate to say that all this is due in no small measure to the advent of women into the ranks of the teacher.

The second consideration to which I invite your attention is the relation of the school to the functions of citizenship. One of the specific things for which the school exists, for which it receives governmental support, is its function of preparing boys and girls for right living under the flag. If, then, we are to teach the principles of patriotism, loyalty, and reverence for the nation, must we not have teachers who are imbued with these things themselves? As some one has said, "Shall we entrust our schools to men who live in public life, and are familiar with public thought, or shall we entrust them to women who are not familiar with public thought and life?" In other words, have we lost something in the teaching of patriotism and citizenship by entrusting our schools to those unacquainted with the duties of a voter? This seems to me a really vital problem. There is this to be said, however, for the women teachers. In the test of service there seems to be no appreciable diminution in the quality of service rendered to the government by pupils taught by women as compared with the service rendered by the pupils taught heretofore by men. It does seem to be a

fact, whether it is due to woman's teaching or not, that our children are just as willing and as eager, and as ready to defend the flag as were our fathers. In the late Spanish-American war the loyalty and effectiveness of our army added new lustre to an organization that made its record unequalled in the days of civil war.

It would seem, therefore, that in civic virtue we have not lost, and

in kindly offices we have gained by the coming of women. The vital thing, after all, is the spirit and equipment of the teacher. Our children must learn to be absolutely truthful and honest and patriotic men and women, and I care not whether they learn these virtues from men or women, if we are to honor our civilization and ennoble the race, they must learn them.

TO MEASURE THE HEIGHT OF THE CEILING BY USE OF THE PENDULUM.

BY J. A. CULLER.

We recently performed the Foucault experiment, to demonstrate that the earth rotates on its axis. For this it is desirable that the pendulum consist of a heavy ball suspended from a long fine wire. A suitable place was found in the Main Building at Miami University in the open space of the main stairway.

From a suitable point at the top of this, a fine steel wire, (No. 25 B. & S.), was suspended. The ball at the bottom of the wire weighed sixty pounds. When this was set vibrating it moved from side to side with a slow, majestic movement. In the course of an hour its plane of vibration had apparently deviated about ten degrees from the plane in which it began to vibrate. The pendulum had not de-

viated at all but had kept its place in space according to the principle of inertia, while the meridian of the earth beneath it had changed its direction.

While we were observing this interesting phenomenon the question arose as to how long the pendulum was, and different methods were suggested for its measurement. One young man who had served an apprenticeship as a carpenter suggested the use of the long tape line. Another who had been a student of trigonometry wanted to measure off a line on the floor and from its end get the angle of elevation to the point of suspension. Then it would be easy to get the altitude from its relation to the base line and the tangent of the angle. Another

who had been struggling with problems on falling bodies thought it would be a good plan to drop a bullet from the top and rate the time of the fall. Then the length would be $\frac{1}{2}gt^2$. One boy just out of a store would take it down, stretch it out on the floor, and measure it with the yard stick.

A lumberman happened to be present and he ventured that he could stand off and measure it with his eye closer than the boys could with their figures. He said it was 55 feet.

While all these methods have their place, none of them was desirable under the conditions.

The only apparatus at hand was a good stop watch and the vibrating pendulum. The best way was to take advantage of the relation between the length and the time of vibration.

The old and well known formulæ is $T = \pi \sqrt{\frac{l}{g}}$ which means that the time of a pendulum varies directly as the square root of the length. If, then, the time of a vibration be accurately determined it will be easy to calculate the length, $l = \frac{gT^2}{\pi^2}$ where $g = 32.16$ and $\pi^2 = 9.8696$.

Or, the relation may be expressed by a proportion $T^2 : t^2$ as $L : l$ where the time and length of a seconds pendulum are represented by the capital letters.

The length of a seconds pendulum in New York is 39.1 inches. This may be taken as very nearly the right length for any point in Ohio, since the difference in length at the equator and poles is only about 0.2 inch.

The time of one swing of our long pendulum was *four seconds*. Substituting these values in our proportion we have $1^2 : 4^2$ as $39.1 : l$. Hence the length is 52 feet, 1.6 inches. This is from the point of suspension down to the center of the ball (nearly). The point of suspension was one inch from the ceiling and the center of the ball was one foot from the floor, hence the distance from floor to ceiling was 53 feet, 2.6 inches. The lumberman made a good estimate, but not exact enough as long as it is so easy to do much better.

A short pendulum suspended from a low ceiling can thus be determined with great accuracy provided only the time can be exactly observed. For rough work an ordinary watch will do for time-keeper, provided 500 or 600 swings of the pendulum be counted and the time be carefully noted.

The force of gravity (g) at any point is a very constant quantity, so that a change in the time of vibration of a true pendulum can result only from a change in the length.

This force, however, is not the same for all points on the surface of the earth. At the poles a sec-

onds pendulum is longer because the force of gravity is greater than at the equator. At the poles the force of gravity would cause a body to fall 983.2 cm. per second while at the equator it is 978.1 cm. The difference between the values of g will cause a difference in the times of vibration of the same pendulum. The time at the top of a mountain and at the base are different. It was by means of such observation that the weight of the earth was determined.

It is a valuable and interesting exercise for any student to determine the length of a simple pendulum by experiment and then by ordinary measurement and compare results.

Here are a few pendulum questions:

1. How long is the pendulum in your home clock? Does it beat seconds?

2. Why is the bob flat?

3. How does a "gridiron" operate?

4. Why are long pendulums made to move through such a small arc?

5. Do town clocks have pendulums?

6. Would heavier weights or a stronger spring in a clock make it run any faster?

7. If gravity would suddenly cease what would all the swinging pendulums do?

8. Would a solid iron bar do for a pendulum as well as a wire and bob?

9. What is the story of Archimedes and the pendulum?

10. What kinds of energy in a swinging bob and how often does it change in one period of vibration?

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY-FIRST YEAR—1903-1904.

(ADOPTED MAY 9, 1903.)

I. Pedagogy: Judd's *Genetic Psychology* (D. Appleton & Co.), or Hinsdale's *Art of Study* (American Book Company).

II. English: *Some Unsettling Lights of English Literature*

(Ainsworth and Company), or Clark's *How to Teach Reading* (Scott, Foresman & Company).

III. History: (a) Fiske's *Critical Period of American History* (Houghton, Mifflin & Company), or Nicolay's *Abraham Lincoln* (The Century Company), and (b) *The Week's Current*, The

Pathfinder, Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. Nature Study or Art: Hodge's Nature Study and Life (Ginn & Company), or School Sanitation and Decoration, (D. C. Heath & Company).

RECOMMENDED LIST OF BOOKS FOR TEACHERS.

Pedagogy.

1. Henderson's Education and the Larger Life (Houghton, Mifflin & Co.).

2. De Garmo's Interest and Education (The Macmillan Company).

3. The Place of Industries in Elementary Education (Chicago University Press).

4. A Broader Elementary Education (Hinds & Noble).

5. Dexter & Garlick's Psychology in the Schoolroom (Longmans, Green & Co.).

English.

1. A Study of Prose Fiction (Houghton, Mifflin & Co.)

2. Foundation Studies in Literature (Silver, Burdett & Co.)

3. Chubb's The Teaching of English (The Macmillan Co.)

4. Chubb's English Words (Bardeen.)

5. E. O. Vaile's Our Spelling.

History.

1. Ohio History Sketches (Pearson & Harlor).

2. Stine's History of the Army of the Potomac.

3. Moran's The Theory and Practice of the English Government (Longmans, Green & Co.)

Nature Study.

1. A First Book of Forestry (Ginn & Company).

2. Wild Life Near Home (The Century Company).

3. A Year Among the Trees. (The Educational Publishing Co.)

GENERAL OUTLINE FOR THE WORK OF THE YEAR 1903-1904.

September, 1903.

(1)—Genetic Psychology, Chapter I, or (2)—Art of Study, Chapters I to V. (3)—Some Unsettling Lights of English Literature, to page 28, or (4)—How to Teach Reading in the Public Schools, Chapter I. (5)—Critical Period of American History, Chapter I, or (6)—A Short Life of Abraham Lincoln: A History, Chapters I to V. (7)—Nature Study and Life, Chapters I to IV, or (8)—School Sanitation and Decoration, Chapters I and II.

October, 1903.

Books throughout number as in September.

(1)—Chapters II and III, or (2)—Chapters VI-IX. (3)—To page 64., or (4)—Chapter II. (5)—Chapter II, or (6)—Chapters VI to IX. (7)—Chapters V to VII, or (8)—Chapter III.

November, 1903.

(1)—Chapter IV, or (2)—Chapters IX to XI. (3)—To page 170, or (4)—Chapters III and IV. (5)—Chapter III, or (6)—Chapters X to XV. (7)—Chapters VIII to XI, or (8)—Chapters IV and V.

December, 1903.

(1)—Chapter V, or (2)—Chapters XII to XIV. (3)—To page 205, or (4)—Chapters V to VIII. (5)—Chapter IV, or (6)—Chapters XVI to XX. (7)—Chapters XII to XIV, or (8)—Chapters VI and VII.

January, 1904.

(1)—Chapter VI, or (2)—Chapters XV and XVI. (3)—To page 260, or (4)—Chapters IX and X. (5)—Chapter V, or (6)—Chapters XXI to XXIV. (7)—Chapters XV to XVII, or (8)—Chapters VIII and IX.

February, 1904.

(1)—Chapter VII, or (2)—Chapters XVII and XVIII. (3)—To page 330, or (4)—Chapters XI and XII. (5)—Chapter VI, or (6)—Chapters XXV to XXIX. (7)—Chapters XVIII to XXI, or (8)—Chapters X and XI.

March, 1904.

(1)—Chapter VIII, or (2)—Chapters XIX and XX. (3)—To page 418, or (4)—Chapters XIII and XIV. (5)—Chapter VII, or (6)—Chapters XXX to XXXIII. (7)—Chapters XXII to XXV, or (8)—Chapter XII.

April, 1904.

(1)—Chapter IX, or (2)—Chapters XXI and XXII. (3)—To page 513, or (4)—Chapters XV and XVI. (5)—Review Chapters I and VI, or (6)—Chapters XXXIV to XXXVII. (7)—Chapter XXVI, or (8)—Review the Plates.

**SUGGESTIVE QUESTIONS ON THE
WORK FOR APRIL.**

GENETIC PSYCHOLOGY — VIII.

CHAPTER IX.

1. Illustrate the author's idea of the importance of grouping in teaching Arithmetic. 2. State the arguments pro and con for teaching arithmetic incidentally in connection with other branches of study. 3. "In teaching Arithmetic you should never lose sight of the main purpose which is to give instruction in number relations." Explain. 4. What does the author lay down as the only true principle of correlation in teaching arithmetic? 5. Is it possible to train a child in a purely incidental way in arithmetic? Why? 6. What is the value of the Grube method? 7. What is the author's argument for systematic drill in arithmetic? 8. To what extent should the teacher cultivate in her pupils the power of abstraction?

ART OF STUDY — VIII.

CHAPTERS XXI AND XXII.

1. What are the two senses in which the art of study may be considered? 2. How do rules of study originate? 3. Does the pupil or the teacher lead in discovering them? 4. What have the teacher and pupil in common? 5. What is the value of the daily newspaper in nourishing a disciplined mind? 6. Mention five of the older books of the literature of pedagogy. 7. Mention five of the more recent books of the same literature. 8. What parallel readings are recommended? 9. What is the mistake in considering the teacher an educational machine? 10. What was the plan of teaching in the universities of the middle ages? 11. How does teaching a subject cause a teacher to understand that subject better? 12. What parallel readings are recommended?

SOME UNSETTLING LIGHTS.—VIII.

A Letter to a Noble Lord.

1. A Few Memory Tests: The writer; his time; his greatest contemporaries; his rank as an orator; as a philosopher; his best known speeches; circumstances in which this "Letter" was written. 2. Point out ten words used in a way out of the common, as in paragraph 1. "Competence" "acquitted." In P. 3 "prophetic." 3. Outline Burke's defense of his acceptance of a pen-

sion. Has a statesman who has served his country well the same claim to a pension as a soldier has who has done only the same? Should all such have pensions? Who should pay them? 4. Outline Burke's attack upon the Duke of Bedford. Is it a noted specimen of the *argumentum ad hominem*? 5. Some interpretations: Distinction between change and reform. The true function of government. Distinction between parsimony and economy. The true legal notion of "prescription;" the notion of it held by the leaders of the French Revolution. 6. Explain: P. 15. "National Convention, dubious in its nature, etc." P. 16. "The cheerless gloom which darkens the evening of my life." P. 17. "This conscience I have." P. 19. "Government commonly so called." P. 20. "They shake the public security." P. 33. "The preventive police of morality." 7. Burke's opinion of Henry VIII. Why is he brought into the argument? What modern historian has attempted this Henry's defense? 8. In what way did Burke claim that he had done Bedford eminent service? 9. What is Burke's object in identifying Bedford with the Revolutionists? 10. Why the bitterness of Burke's mention of "geography" and "chemistry"? Their relation to his subject? 11. How is the story of Lord Keppel brought in? See the final note. The newspapers are now telling the world of this noble-

man's death. 12. Make a list of the authors from whom Burke quotes.

HOW TO TEACH READING — VIII.

CHAPTERS XV AND XVI.

1. Give in summary the purpose of the book and discuss. 2. Do you consider it relevant to the present condition of reading in the schools? 3. Discuss the attitude in which the majority of pupils approach the reading lesson. What is the right attitude? 4. Discuss once more the author's stress upon avoiding all mechanical teaching of form and technique. What does he mean by "mental technique"? 5. What do you think of public declamations for young children? 6. If we are not to teach by imitation, why is it a good thing for the teacher to read much to the children? 7. Are there any arguments in favor of concert reading? 8. Give a clear summary of all that good reading involves. 9. Show by reading aloud the illustration on p. 231 what good reading is *not*. 10. Explain our lack of appreciation of art. 11. Discuss some tangible way of inculcating in the child the love of the beautiful. To what extent shall we talk about it, and how? 12. Note the power of suggestion as compared with detailed and exhaustive explanation. 13. Does careful and detailed thought analysis weaken literary appreciation? 14. What do we mean by the Unity of a selection?

Illustrate. 15. Discuss the statement that "the value of every detail must be determined in the light of the whole." 16. Show that the significant changes in rhythm are due to emotional changes.

THE CRITICAL PERIOD OF AMERICAN HISTORY.

Review the whole carefully.

ABRAHAM LINCOLN — VIII. CHAPTERS XXXIV TO XXXVIII.

1. What changes in Lincoln's cabinet? Appointment of Chase as chief justice. 2. Discuss Lincoln's final proposal, to his cabinet, of compensated emancipation. 3. Carefully study his second inaugural address from a political and literary standpoint. His own criticism of it. His last speech. 4. What was the effect of Lincoln's re-election on the Confederate cause? Condition of Confederate currency? 5. What led up to the appointment of Lee as commander-in-chief and the re-appointment of Johnston? 6. Describe the contest between the two armies in the closing days. Surrender of Lee. Lincoln's visit to Richmond. 7. Give an account of Johnston's surrender to Sherman. Surrender of other forces and the close of the war. 8. Discuss the capture and final disposition of Jefferson Davis. 9. Describe the Grand Review of the army. 10. Name the important events of April 14, 1865. 11. Tell the sad story of Lincoln's assassi-

nation, death, and funeral. Fate of the assassins? 12. What was the effect of Lincoln's early surroundings, disappointments, and failures upon his character? 13. Define his attitude toward slavery and the slaveholder. 14. What place does he now occupy in history? 15. How do you account for his remarkable character and abilities?

NATURE STUDY AND LIFE — VIII.

CHAPTERS XXVI AND XXVII.

1. What is the strangest thing about Ferns? 2. Explain to yourself the twofold nature of the lichen. How many species? 3. Define the function of chlorophyll. What large group of plants lack it? 4. The place of fungi in Nature's scheme of continual creation. 5. What is the great essential food of all animal life? 6. The author's showing of why clover is such a good fertilizer. 7. What is a "spore print?" 8. Describe the "Deadly Amanita." 9. The amount of nutrition in mushrooms. 10. If thou shouldst think of eating mushrooms, with no obliging

friend to make a test thereof, "even with the very comment of thy soul, observe" the writer's cautions.

CHAPTER XXVII.

1. Define the terms,—mycelium, culture medium, sterilizing. 2. Mischief done by parasitic fungi. 3. Tell the life story of the moulds. 4. Describe the experiment with the yeast plant. 5. In what do we find the lower limit of plant life? 6. Explain the full meaning of the assertion: A healthy human body is the best microbe destroyer in the world. 7. How does our author prove the prudence of those ancient people who did not eat with unwashed hands? 8. How do bacteria play the benign part of food producers? 9. Name the entrances by which bacteria find their way into the body. 10. What should be the cleanest place in the neighborhood? What combination is needed to perform this miracle? 11. What foul crime has the feather duster done that must be burnt and purged away?

HELPS, HINTS, AND SUGGESTIONS.

FIRST LESSONS IN GEOGRAPHY.

By Ellen G. Reveley, Ped. D.

Within the last decade or two great changes have taken place in methods of teaching Geography.

The results of modern Geography teaching must correspond to modern methods as shown in the pupil's idea of the earth on which he lives. To study Geography in olden time

was to learn the contents of the text-book. To study Geography in the present day is to gain, as far as possible, an objective knowledge of the earth and to imagine and reason from the known to the unknown:

In country schools there is fine opportunity for pupils to learn by observation the natural forms of land and water. The brook, the river, the pond, the lake, the slope, the hill, and other features of the surface of the earth in the vicinity of the school, are in themselves object lessons if the minds of the pupils are trained to see for themselves.

The first lessons in Geography are properly Nature stories without the use of a text-book. Such lessons in Nature study are usually found in the Courses of Study for city schools. In ungraded schools all the pupils who are not studying the printed book in Geography may be placed in one class. Even the youngest pupils need not be excluded from the simplest lessons, particularly those which are objective, for they can gain practical ideas which will create a taste for the further study of the earth.

The teacher of oral Geography may select from the natural features of the district some one prominent for study. When possible, study slope first, for a hill is an object of interest pleasurable when connected with the play of the children.

Flowing waters are also objects of interest to children, affording them sport. The teacher may illustrate the terms, source, course, and mouth of a stream, in the school room, and take her class for field study later or she may give the first lesson from Nature's book, and follow with oral lessons in the school room. Lessons on a stream may be succeeded by lessons on a watershed. In the meantime, instruction should be given on the points of the compass. Great care should be taken that the pupils know the directions North, South, East, and West, outside of the school room as well as in it. This result can be accomplished by questioning the class about the direction of the road or street in front of the school, or the direction from the school house of another school building, or of the homes of individual pupils. Lessons in map reading may be given by the teacher placing a line on the board from South to North, and another North to South, the two lines being continuous but for a little space intervening. These lines are to represent rivers, the space between the lines the height of land where each river has its source. Each stream may be named after some pupil in the class. Questions will test the pupils' ability to imagine slope. They may be sent to the board to point to the source, the mouth, to show which river flows North, which South. In a

similar way forms of land may be taught as valley, plain.

When features of the earth not found in the neighborhood are to be taught, the good teacher of Geography will have a supply of pictures to illustrate the subject. Fry's "Brooks and Brook Basins" is a most helpful book for the teacher commencing oral Geography.

In the winter months when field studies can not be pursued, the teacher may read from "Seven Little Sisters." This is a book most interesting to all children, as it gives them the first glance at children differing from themselves living on other parts of the globe. It is a known fact that the children they study about become real personages to the pupils who learn of their habits and customs. The teacher reads and the pupils afterward reproduce, either orally or in writing. However, before this part of oral Geography is taken, some ideas must be gained by pupils about the shape of the earth. Any common sphere may be used to lead up to the globe. On the globe locate the point where they live. To some children, even bright ones, it is a wonder that we live on the outside of the earth. No definite size of the earth should be given thus early, only that it is very large.

In the spring time lessons in market gardening and farming may be given, covering the kind of products raised. A few lessons on some of

the products may be taught. Such lessons illustrate one occupation of man. A game may be used which is imaginative, as are some lessons in the kindergarten, in which the products of the garden or farm are sold and other products bought. Such a game would illustrate another occupation of man.

If there are manufactories in the vicinity of the school, one or more talks may be given on what is made in these, and an exercise follow in which all articles in the school room which are manufactured may be named. This exercise illustrates a third occupation. Afterward pupils may name persons whom they know who are engaged in agriculture, in manufacture, in commerce.

After such preparation in studying real objects in Geography as slope, stream, plain, the points of the compass, the shape of the earth, stories of other children who live on the earth, and what kinds of work men and women do, we may commence the study of a map. Let the children make a map of the district or the part of it in which the school is located. It will mean more at first to the children if made on the floor, or on paper or cloth placed on the floor, as the points of the compass can be kept true. If made on paper or cloth, it may afterward be hung against the wall, telling the children that men have agreed to call the top of the map

North. When the first map is understood the teacher is ready to begin the study of the state in which the class live, as Ohio. If the pupils live near one of the limits of the state, commence with that boundary, as in the northern section we should begin with the southern shore of Lake Erie, in the southern section with the Ohio river. The teacher may place the outline of the state on the board. If she can do it in the presence of the class much more interest will be aroused. After the outline is drawn, pupils may travel from the school north to Lake Erie, south across the Ohio river to West Virginia or Kentucky, east to Pennsylvania or West Virginia and west to Indiana. Such exercises must be frequent. The teacher may tell the children that these are our neighbors and must know their names and which way to go to visit them. The class may next study the flowing streams. They may commence in the part of the state in which they live, that is, all living south of the water-shed would first study the Muskingum, the Scioto, or the Miami rivers. Which one of these to study first would depend on the location of the pupils studying. The study reviews the idea of slope. The study of rivers flowing in the opposite direction develops another slope, and the fact that here is a water shed. At the proper time the Ohio river is studied, and Lake Erie. If the

surface of the map is colored, brown being used for high land and green for low land, the surface of the state can be well shown. The teacher should develop the idea of a state. No better lesson can be given combining civics and Geography than Sir William Jones's poem, "What Constitutes a State?" Children should memorize the first half ending with

"Men who their duties know,
But know their rights, and, knowing, dare maintain."

Lessons may follow on Ohio, its climate, soil, products, vegetable and mineral, the occupation of its inhabitants, its leading cities, railroads, and canals. If an electric road passes near the school, the pupils might study about the towns it connects, or if several suburban lines enter the town where the school is located a map may be made of these. In the meantime pupils may draw the outline of the state, its principal rivers and locate its leading cities. They may also model in sand. Molder's sand is suitable for modelling. But children have made a model of Ohio in the playground without the presence of the teacher, because they were so much interested in their lessons in Geography. When such studies in oral Geography have been pursued, pupils are ready to take a text-book and use it intelligently.

I cannot believe but that in Geography, the starting point is at home. Working with younger pupils from the near and known, interest is developed in the first study of Geography which grows with their growth.

INDIVIDUAL NOTIONS OF THE GOAL OF INSTRUCTION.

[We are indebted to Miss Vernie G. Caldwell, of Cortland, Ohio, for the following letters, expressing the individual opinions of the writers as to the Goal of Instruction, which were read at a recent educational meeting held at Warren, Ohio.—Editor.]

The word "goal" indicates a stopping place. So long as life lasts there is always room for more instruction. If you mean the supreme purpose of instruction, I may answer—Preparation for the performance of the duties and responsibilities of citizenship.

CHARLES R. SKINNER,
State Supt, of Public Instruction,
Albany, New York.

I believe the aim and end of instruction should be to fit the pupil for his chosen life work, to bring out and develop his possibilities.

SARAH TYSON RORER,
Washington, D. C.

The goal of education is the training of young folks in the art of wholesome living, independent thinking, right feeling and right do-

ing, that thereby they may be able to serve their fellows.

WARD BEECHER PICKARD,
Pastor Epworth Memorial Methodist Episcopal Church, Cleveland, Ohio.

It seems to me that the goal of all instruction ought to be to fit one for the practical duties of life and to make one resourceful in times of leisure.

EDWARD BOK,
Editor of *The Ladies' Home Journal*, Philadelphia, Pa.

I beg to say that in my judgment the end of instruction is enlightenment, and the enrichment of character.

CHARLES F. THWING,
Pres. Western Reserve University,
Cleveland, O.

The goal of *instruction* may perhaps be said to be the causing of the pupil to know clearly, logically, and thoroughly the subject taught both with reference to the subject itself and its bearing upon the life of the learner.

Education has a broader meaning and includes that training that will enable the pupil "to live most completely"—to get the most out of life both for himself and for others.

E. A. JONES,
State School Commissioner-elect,
Massillon, Ohio.

To me "the goal of instruction" is first to teach the individual how to live the fullest and best physical, intellectual, and moral life possible to him; and second, which is just

as important, to live in right, just, and happiest relations possible with all of his fellow-men; or in other words, the best life socially and individually is the end of true education. I regard all literature, art, science, philosophy, and religion as only means to more rational and better living.

HARRIS R. COOLEY,

Director of Public Service, Cleveland, Ohio.

I believe that the end of instruction is to place the instructed into complete harmony with his environment. This environment is twofold: the world of man and the world of matter — spiritual and material. One is in complete harmony with his environment when he can use it for sustenance and for inspiration, pleasure, and development.

H. V. HOTCHKISS,

Supt. of Instruction, Akron, O.

In the narrower sense the first reason for instruction is to give information, and from this information stimulate intellectual activity, and then to train these activities in such way as to discipline and strengthen the mind. It is sometimes said that we educate for power; other times it is said we educate for efficiency. The Herbartian school says that morality is the final end of education. There is a general agreement that the harmonious development of all the native powers of the individual is to be kept constantly in mind. From certain

other points of view the question is raised whether the goal of instruction is intellectual, moral, or spiritual. The view that education is purely intellectual is certainly inefficient. The tendency of all educational discussion for the last twenty years has been to emphasize the importance of the spiritual.

WM. O. THOMPSON,

Pres. Ohio State University, Columbus, Ohio.

The goal of instruction, as I understand it, is character. Schools and colleges should be institutions for the purpose of educating men and women to fit themselves in a better and more complete way to live their lives.

While education is presumed to be the aim of these institutions, they ought to be so conducted as to mold character. The true goal of instruction is not in merely the teaching of languages, knowledge, and accomplishments, but in producing qualities of honesty, fidelity to duty, and courage to bear the vicissitudes of life.

Education which neglects these things lacks fundamental principles. There may be high attributes of character coupled with very limited knowledge; but however great the learning of a man or woman may be, it is no substitute for character. By character is not meant piety nor, necessarily, the profession of religion, but merely the good old-fashioned virtues of our forefathers.

Character in men and women has always made for progress and a higher civilization; and instruction, whether educational or religious, should have for its goal the upbuilding of character.

CARTER H. HARRISON,
Mayor Chicago, Illinois.

"And dost thou seek instruction's shining goal?

Know this: God gave us each a mind and soul,

And we who teach the youth must daily plod

To train for highest service to mankind and God."

ROY BAYARD BACON,
Assistant Head - Master Boys' School, Bridgeport, Connecticut.

Contributed by

VERNIE GERTRUDE CALDWELL,
Cortland, Ohio.

ARITHMETIC.

By Prof. Edson M. Mills, Department of Mathematics, Ohio State Normal School, Ohio University.

1. A merchant sold a quantity of goods at a gain of 20%. If however they had cost him \$60 less than they did, he would have gained 25%. Required the cost of the goods.

SOLUTION.

Let 100% = the actual cost of the goods and
20% = rate of gain on this cost.

$100\% + 20\% = 120\%$, selling price. Then,

$100\% - 60\% =$ the supposed cost, and,

$25\% =$ the rate of gain on this cost.

25% of $(100\% - \$60) = 25\% - \15 , amount of gain.

$\therefore (100\% - \$60) + (25\% - \$15) = 125\% - \$75$, selling price.

$\therefore 125\% - \$75 = 120\%$.

$5\% = \$75$.

$1\% = \$15$, and

$100\% = \$1500$, cost of the goods as required.

2. Invested \$10,000, and sold out at a loss of 20%. How much must I borrow at 4%, so that by investing all I then have at a gain of 18%, I may retrieve my loss? .

SOLUTION.

20% of \$10,000 = \$2,000, amount of loss to be retrieved.

$\$10,000 - \$2,000 = \$8,000$, amount of original capital to be re-invested.

18% of \$8,000 = \$1,440, amount gained on the \$8,000.

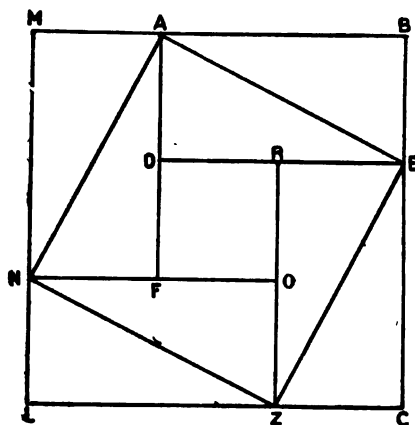
$\$2,000 - \$1,440 = \$560$, amount to be gained on borrowed money.

If the money is borrowed for one year at 4%, the interest on \$1 will be \$.04; and the income on \$1 will be \$.18 if it is invested at a gain of 18%.

$\therefore \$.18 - \$.04 = \$.14$, net gain on \$1 of the borrowed money.

$\therefore \$560 \div \$.14 = 4,000$; $\therefore \$4,000 =$ amount to be borrowed.

3. The area of a rectangular field is 30 acres, and its diagonal is 100 rods. Find its length and breadth.



SOLUTION.

Let A B E D represent the field. Then suppose four such rectangular fields to be arranged as shown in the diagram, placing the short side of one against the long side of another, forming the large square M B C L, containing the small square D R O F. Draw the diagonals A E, E Z, N Z and A N. It may be easily shown that A E Z N is a square; and since a diagonal is 100 rods in length, the area of the square A E Z N = 10,000 sq. rods. One of the triangles, as A E B has an area of 15 acres, or 2,400 square rods. Hence the combined area of the four *outer* triangles = $4 \times 2400 = 9,600$ square rods; and adding this result to the area of square A E Z N, we have 19,600 square rods for the area of the large

square M. B. C. L. $\therefore B C = \sqrt{19,600} = 140$ rods. Then from the area of the square A E Z N, subtract the combined area of the four *inner* triangles and we have 400 square rods for the area of square D R O F.

$\therefore R O = \sqrt{400} = 20$ rods. It may now be easily shown, that $B = \frac{140 - 20}{2} = 60$ rods, and that $A = 60 + 20 = 80$ rods.

$\therefore \begin{cases} 80 \text{ rods} = \text{length of field, and} \\ 60 \text{ rods} = \text{its breadth.} \end{cases}$

4. Sold cotton at a commission of 5%; invested the net proceeds in sugar, commission 2%; my whole commission was \$210. Find the value of cotton, and also of the sugar.

SOLUTION.

For every dollar in the receipts for cotton, my agent received first 5c., and secondly $\frac{1}{100}$ of 95c. = $\frac{190c.}{102}$. Then, $5c. + \frac{190c.}{102} = \frac{700c.}{102}$ or $\frac{\$7}{102}$, total commission received by the agent for every dollar in the receipts for cotton. $\therefore \$210 \div \frac{\$7}{102} = 3060$; $\therefore \$3060 =$ value of cotton, and $\$3060 - \$210 = \$2850$, value of the sugar.

5. There have been two equal annual payments on a 6% note for \$175, given two years ago this day. The balance is \$154.40. What was each payment?

SOLUTION.

The *first* payment brought must have exceeded the interest due, otherwise the principal would not have been reduced. $\$175 - \$154.40 = \$20.60$, amount applied to the discharge of the principal in the *two* payments.

Now, for every \$1 applied to the discharge of the principal when the *first* payment was made, there would be \$1 less drawing interest for the second year, and consequently 6 cents less of interest to pay at the time of making the second payment. In other words, for every \$1 applied to the discharge of the principal at the first payment, there was \$1.06 applied at the time of the second payment. It will be easily seen, therefore, that for every \$1 applied to the discharge of the principal in the *first* payment, there was \$2.06 applied in both payments.

$\therefore \$20.60 \div \$2.06 = \$10.00$, amount applied to the discharge of the principal at the time of the first payment. But before any payment can be made upon the principal all interest due at the time of such payment must be paid.

The interest on \$175 for 1 year at 6% = \$10.50.

$\therefore \$10.50 + \$10 = \$20.50$, one of the two equal payments.

**STATE EXAMINATION QUESTIONS —
DECEMBER 29-31, 1903 —
Concluded.**

BOTANY.

1. What is meant by Transpiration of leaves? What effect has

dust upon leaves along a dusty roadside? How can you show to pupils in the grades transpiration of leaves? 2. What is meant by the Respiration of leaves? What is the relation of Respiration to other functions? 3. Define stipules, petioles, veins, verticil, fascicle, compound leaves. 4. What is the difference between a perfect flower and a symmetrical flower? 5. Define a Dehiscent fruit and an Indehiscent fruit. 6. Why are most flowers beautiful and berries bright? 7. How do you account for the sap movement? What is Osmose? Endosmose? Exosmose? 8. Give an example of a Raceme. A Corymb. An Umbel. A Spike, An Ament or Catkin. A Cyme. 9. Give an example of a staminate and a pistillate flower. What is the advantage of this unisexual arrangement. 10. To what families do the following plants belong? *Erythronium Americanum*, *Trillium grandiflorum*, *Smilacina stellata*. *Polygonatum giganteum*. *Stellaria media*. *Hepatica triloba*. *Caltha palustris*. *Capsella Bursa pastoris*. *Oxalis stricta*. *Potentilla Canadensis*. *Daucus carota*. *Brunella vulgaris*. *Claytonia Virginica*.

GEOLOGY.

1. Give a classification of the subject. 2. Give a classification of the Geological Ages. 3. Name your county and tell me what formation or formations are represented. 4. Where would you go in North America to find the oldest formation? Where to find the most recent formation? 5. What is the origin of the words: Silurian, Trenton, Mesozoic, Cenozoic, Cretaceous, Eocene, Miocene, Pliocene? 6. When was the Appalachian system of mountains completed? How

do you know this? 7. What mountains are included in the Taconic system of mountains? How do they rank in age with the Appalachians? 8. Name some of the ranges that make up the Cordilleras. Which of these is the oldest? Which was formed last? 9. How do the mountains of Europe and Asia compare in age with the mountains of this country? 10. Picture the condition of the sea when sandstone was being deposited, and when limestone. Why do we not find granite and marble *in situ* in Ohio?

HISTORY OF EDUCATION.

1. Discuss the character of Chinese schools and the mode of examination of pupils. Name two great discoveries made by the Chinese centuries ago, which are of great use to other nations to-day. 2. Give a short account of monastic education. 3. When and where do we find the rise of universities? Name the prominent ones at end of fourteenth century. 4. What was the renaissance in an educational sense? Give a brief sketch of Erasmus in this connection. 5. Who were Loyola, St. Chrysostom and Francis Xavier? What was the order of "The Society of Jesus"? 6. Write a short analysis of "Leonard and Gertrude" and show its influence upon education generally. 7. Name the three great educators of the 18th and 19th centuries. What was the distinguishing work of each? 8. What is meant by technical schools? What was the first technical school established in the United States? When? 9. (a) What is meant, in Ohio, by school supervision? (b) What is our Ohio School System? 10. What do you think should be

the essential features of the new school code?

POLITICAL ECONOMY.

1. What is meant by "world-politics"? Name at least five great statesmen whose personalities have left a permanent impress on the institutions of their countries. 2. What effect upon the policies and politics of other nations has followed the opening of China? 3. What influence, if any, has imperialism on home affairs in the United States? 4. What determines the value of money? 5. Fawcett claims, "The value of gold rises as prices fall, and falls as prices rise." Explain. 6. What is the influence of credit on prices? 7. What is your opinion on the income-tax? Full answer. 8. (a) should laborers feel that machinery is hostile to their interests? (b) If wages of shoemakers rise while those of bakers do not, what will be the effect on the relative prices of shoes and bread? 9. Why should we be students of political economy? 10. Name the great writers and recent books on this study.

TRIGONOMETRY.

1. What is meant by the circular measure of an angle? How is the number of degrees in an angle found from its circular measure? How many degrees are in the unit of circular measure? 2. Define sine, cotangent; and prove that $\sin^2 A + \cos^2 A = 1$. Express the other trigonometrical ratios in terms of the cosine. 3. Find the formulas for the trigonometric functions of $90^\circ + a$. 4. Trace the change in sign and magnitude in the tangent of an angle, as the angle increases from 0° to 360° . 5. Dem-

onstrate: In any triangle, the square of any side is equal to the sum of the squares of the other two sides, minus twice their product into the cosine of their included angle.

GERMAN.

1. (a) Translate.

Elizabeth—Was habt ihr mir zu sagen, Lady Stuart?

Maria—Womit soll ich den Anfang machen, wie

Die Worte klüglich stellen, dass sie euch

Das Herz ergreifen, aber nicht verletzen!

O Gott, gib meiner Rede *Kraft* und nimm

Ihr jeden Stachel, der *verwunden* *koennte!*

Kann ich doch für mich selbst nicht sprechen, ohne euch

Schwer zu verklagen, und dass will ich nicht,

—Ihr habt an mir gehandelt, wie nicht recht ist,

Denn ich bin eine Königin, wie ihr, Und ihr habt als *Gefangene* mich gehalten.

Ich kam zu euch als eine Bittende, Und ihr, des Gastrechts heilige *Gesetze*,

Der Völker heilig Recht in mir verhöhrend

Schloszt mich in Kerkermauern ein; die Freude,

Die Diener werden grausam mir entrissen,

Unwürd'gem Mangel werd ich preisgegeben,

Man stellt mich vor ein schimpfliches Gericht—

Nichts mehr davon! Ein ewiges Vergessen

Bedecke, was ich Grausames erlitt.

(b) Give syntax of the italicised words. 2. Translate. Columbus, Ohio, den 10 Dec. 1903. Herren

Fleischheimer, Wolff & Co., Cincinnati: Die guten Nachrichten, welche Sie über Herrn Müller bereits eingezogen haben, kann ich zu meiner Freude nur bestätigen. Derselbe ist mir genau bekannt, und ich darf ihm das Zeugnis eines tüchtigen Geschäftsmannes, so wie eines auch sonst in jeder Hinsicht achtungswerten Charakters nicht versagen. Er ist der Sohn ebenso wohlhabender, wie rechtlicher Eltern und hat in Zukunft auf ein recht ansehnliches Vermögen zu rechnen. Sie dürfen Herrn Müller demnach, wie die Verhältnisse in diesem Augenblicke beschaffen sind, ohne Furcht mehrere Tausend Mark kreditieren. Dieser Kredit würde nur dann gefährdet sein, wenn anhaltendes Missgeschick den gewiss nicht unbedeutenden Fonds dieses Herrn erschöpfen sollte. Mit der Bitte, von dieser Auskunft ohne meine Verbindlichkeit gebrauch zu machen zeichne ich mit Hochachtung, Heinrich Fischer. 3. Translate.

Die Walküren. (Valkyrie.)

Die todtwunden Helden umschlingen sie mit ihren weissen armen and führen sie auf ihren flinken Rossen davon durch die Lüfte gen Walhall, wo Odin die Gefallenen zu hohen Ehren und seligen Wonnen aufnimmt in die täglich wachsende Schar seiner Kämpfer. Hier im Walhall aber entledigen sich die Walküren ihres kriegerischen Schmuckes. Speer und Schild stellen sie zur Seite, als liebliche Schenkinnen Odins schreiten sie durch die langen Reihen der schmausenden Helden hin und reichen ihnen grosse Trinkhörner voll feurigen Metes oder schäumenden Bieres zum Trunke dar; Freya aber heisst die in Walhall neu aufgenommenen Helden als Odins

Gäste willkommen, indem sie ihnen den Willkommtrunk kredenz. So verschönern die Walküren den Helden das Leben in Walhall.

ENGLISH LITERATURE.

1. Who is called "the Father of English Poetry"? Who was the first author to use the "King's English"? Write a few lines on the literary career of Chaucer. 2. What author was an intimate friend of Chaucer? How did John Gower get the name of "Moral Gower"? What three languages did he use in his writings and why? 3. For what is William Caxton noted in English History? 4. For what was James I. of Scotland noted? Name a few points of interest in his history. 5. Who occupy the first and second place among the Elizabethan dramatists? Name a few plays accredited to the latter. 6. Give a brief sketch of Francis Bacon's career. 7. State how Dryden stands in English literature, and give some of his best works. 8. Who was the chief one in the School of Critical Poets? Name his master piece. 9. Who is regarded as the founder of the English Novel? Who is the hero of his most famous novel? 10. Who wrote the following: 1. The Vision of Piers Ploughman. 2. Utopia. 3. The Schoolmaster. 4. Shepherd's Calendar. 5. All's Well That Ends Well. 6. Every Man in His Humor. 7. Wisdom of the Ancients. 8. Samson Agonistes. 9. The Holy War. 10. Hind and Panther. 11. Essay on the Human Understanding. 12. The Rape of the Lock. 13. Country Mouse and City Mouse. 14. The Tragedy of "Cato". 15. Rasselas. 16. The Good Natured Man. 17. To a Mountain Daisy. 18. The Lord

of the Isles. 19. Aurora Leigh. 20. A Dream of Fair Women.

LOGIC.

1. Show what is meant by Induction. Deduction. 2. Show the difference between Analysis and Synthesis. Define a Syllogism. Write an example of one. 3. What is meant by a simple term? A complex term? A relative term? 4. What is meant by the quality and quantity of a proposition? Show what is meant by generalization. Species? Genus? Write A. E. I. O. propositions and show what subjects and predicates are distributed. What is meant by conversion in Logic. 5. Show what is meant by ambiguous middle. An undistributed middle. What sciences are most closely related to Logic? Show their connection. What advantage does the teacher derive from the study of Logic?

ZOOLOGY.

1. Upon what does the zoological rank of an animal depend? Explain metamorphosis, giving at least one example descriptive of all the stages. 2. Describe the coral polyp, its propagation and the formation of coral. Describe the chalk-forming animal, giving its habits and mode of growth, and state how chalk is formed. 3. Make an outline showing the classification of animal life as adopted in most texts. What does the history of animal life as recorded in the rocks show? 4. Describe the process of digestion in a bird and in a cow. What lessons are to be learned from the various rudimentary organs found in the higher forms of animal life? What can you say of the respiration of the whale, snail, butterfly and bat? 5. Give a summary of

the doctrine of evolution. Give some account of the life of Darwin and the line of argument advanced by him. Name several great naturalists and state something of what we owe to each.

CIVIL GOVERNMENT.

1. In what five important particulars are the several states not foreign to each other? 2. To what class of cases does the judicial power of the United States extend? 3. Name in their order as many as you can of the subjects to which the several amendments to the Constitution relate. 4. Name five particulars in which the Constitution of the United States differs from the Articles of Confederation. 5. For what purposes or objects is the Federal Constitution designed? 6. In the granting of powers, how does the Ohio State Constitution differ from the U. S. Constitution? 7. Give the three different methods of amending the Constitution of Ohio. What amendments were adopted at the last election? 8. State the provisions of the Constitution of this state regulating the taxation of property.

SCIENCE OF EDUCATION.

1. What is the importance of thought reading? 2. Give your idea of what should enter into the composition of a school reader. What is your opinion of so-called history readers, or geographical readers? 3. What has the law of association of ideas to do with good teaching? Give concrete examples. 4. What is the relation of memory to perception? What can you say of the physical basis of memory? What stress do you place on memory as

a factor in teaching? What do you do to strengthen your memory? 5. What has relaxation to do with attention? Full discussion. 6. One of Dr. William James' maxims is, "Don't preach too much to your pupils or abound in good talk in the abstract." Apply this in the work of the skillful teacher. 7. Briefly discuss interest. 8. From your own experience, or, as a result of your reading, give the very best example of a lesson in morals.

PSYCHOLOGY.

1. What is the science of psychology? Distinguish between sense perceptions and acquired perceptions. Into what classes do you divide the intuitions? Do you regard conscience as a faculty, and, if so, to which of the other faculties is it most closely allied? Distinguish between soul and spirit and state the relation of the latter to the body. 3. What objects are to be attained in the study of psychology? How may we train the will of a child? What are the means to be taken in forming a logical concept? Illustrate. 4. Define judgment and name its essential elements. Express some views regarding inherited intellect, and define the conditions under which mental work may become pleasurable. 5. Define imaginative activity and the conditions on which it depends. Define and illustrate by example, categorical judgment. Upon what are the imperfections of many of our acts of memory based? What is the etymology of the word psychology?

ASTRONOMY.

1. Give astronomical terms corresponding to latitude, longitude, meridian and equator. How are the

places of the stars located? 2. What is meant by "fixed stars"? by wandering stars? What is "Charles' Waine"? "The Milky Way"? 3. Give history of the discovery of Neptune. 4. Make a drawing showing magnifying power of the telescope. Who is its discoverer? 5. Of what material is the sun made? 6. What are faculæ? Influence of sun-spots. 7. What do we know about life on the planets? 8. (a) What are the objections to the nebular hypothesis? (b) Give a brief sketch of the author of that hypothesis. 9. What are some of the more recent discoveries in Astronomy? What of the antiquity of this study? 10. How has a correct knowledge of Astronomy affected religion and civilization?

READING.

1. To what extent should elocution claim attention in the teaching of reading? 2. How do you cultivate a taste in your pupils for home reading? 3. State some points that should receive attention in every reading lesson. 4. What are the chief difficulties you have met in teaching reading and how have you overcome them? 5. What is literary interpretation and how far should it be applied in teaching reading? 6. Read selections designated by examiner and give a quotation from your favorite author.

GENERAL HISTORY.

1. Give a brief account of the struggle that resulted in the independence of Cuba. 2. Give one fact concerning Edward VII., Napoleon, Socrates, Cromwell, Xerxes, Frederick the Great, and Theodosius. 3. What is the oldest nation? Give dates and brief account

of early history. Describe the education of a Spartan boy; of an Egyptian boy. 5. Compare Julius Caesar and Charlemagne as men, soldiers and statesmen. 6. What nations have made extensive attempts at colonization? Which have been most successful? Why? 7. State the causes of the French Revolution. 8. Describe or define the following: The Holy Alliance; the Edict of Nantes; Nihilism; the Peace Congress of the Hague; the Reign of Terror. 9. What were the four great schools of philosophy in the fourth century B. C.? Give the leading thought of each.

BOOK-KEEPING.

1. What books are essential to any system of book-keeping? Describe the use of three of them? 2. Make the proper entries in the necessary books in double entry for some ordinary retail business. State transaction before writing up. 3. Write illustrations of the different kinds of promissory notes. Show the different methods of endorsing notes. 4. What is meant by accounts balancing? By bills payable? By bills of exchange? By clearing house? 5. If I buy bonds at 85 that yield a 6% income, what percent, do I make? 6. What will a matured 60-day draft on New York be worth, if the premium is 1% and interest 8%? 7. What will the closing of the ledger show? 8. Define invoice, sinking fund, trial balance, bills receivable, and bill of lading.

CHEMISTRY.

1. Define base, element, halogens, radical and valence. How do you compute the volume of a given weight of gas? 2. Define organic

chemistry, chemical affinity and chemical equation, and illustrate the latter by both symbols and numbers. What are the different stages or fermentation? 3. What occurs and what are the products when the metal potassium is thrown on water? How is aluminum prepared? In what minerals is it found? What are its properties and uses? What is its proper solvent? 4. What is the common name for nitrate of silver? Describe the process of photography. How is very fine platinum wire

made? Compare the properties of the metals with regard to oxidation, density, melting point, color, malleability, brittleness, tenacity and special properties. 5. 100 parts by weight of silver yield 132.87 parts of silver chloride. Given the atomic weight of the chlorine (35.4) to find that of the silver. How many tons of oil of vitrol, containing 70% of pure sulphuric acid can be prepared from 250 tons of iron pyrites, containing 42% of sulphur?

BOOKS AND MAGAZINES.

(From page 144.)

Professor of Modern Languages in Roanoke College, Roanoke, Va. 12 mo. Cloth. 195 pages. List price, 90 cents. Mailing price, 95 cents.

The "Elementary Guide to Literary Criticism" by Dr. Painter will meet a general want in our schools and colleges. Its aim is to show the student what to look for in the study of any literary work.

Houghton, Mifflin, & Company,
Boston.

A History of the United States for Secondary Schools, by J. N. Larned, author of "A History of England for the Use of Schools and Academies," editor of "History for Ready Reference and Topical Reading," and "The Literature of American History." Price \$1.40 net, postpaid. The book has been prepared in full accord with the

views set forth in the report of "The Committee of Seven" appointed by the American Historical Association in 1896, "to consider the subject of history in the secondary schools."

— The March *Atlantic* contains several powerful articles on practical questions of the day. It opens with a paper on Abuses of Public Advertising by Charles Mulford Robinson. William Z. Ripley follows with Race Factors in Labor Unions, Doctor Henry A. Stimson tells of The Small Business as a School of Manhood, W. C. Dreher sends an interesting Letter from Germany, his annual *resume* of German events and affairs, while Col. Thomas W. Higginson continues his entertaining reminiscences with a lively paper on Books Unread.

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Mississippi School Journal.....	Jackson, Miss.
Nebraska Teacher.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
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.....	Taylorville, Ill.
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Texas School Journal.....	Austin, Tex.
Virginia School Journal.....	Richmond, Va.
Western School Journal.....	Topeka, Kans.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....
.....	Madison, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, June 28 to July 1, 1904. The president of the association is John W. Cook, DeKalb, Ill.

THE next state examinations will be held in Columbus, June 14-16, and December 27-29, 1904. Supt. Arthur Powell, Middletown, is president of the board, and Supt. C. C. Miller, Lima, clerk.

THIS is truly an age of symposiums. One of the latest is an attempt on the part of *Success* to find out what college might have done for Lincoln. *O tempora! O mores! O THUNDER!* If Lincoln could appear on earth for a few minutes, we can easily imagine that he could call up some illustration to show the

humorous ridiculousness of such foolishness. Since he is almost universally recognized as the greatest man of his age, there is no good reason for trying to imagine what he might have been under different conditions. Any person, college president, professor, or educator of any sort, who thinks that Lincoln was an uneducated man, ought to go to school long enough to find out the meaning of the word education. It might be well to discuss what Lincoln could do for some colleges if he were living, as there are frequent indications that some of them are in sad need of a liberal supply of his common sense in their management.

FORTUNATELY nearly all really aggressive and truly successful teachers and superintendents have at least a few enthusiastic enemies and are, therefore, in no danger of being subject to the "Woe unto you, when all men shall speak well of you!"

FEBRUARY 5, 1825, was a great day in the General Assembly of the state of Ohio. On that day, by the united efforts of the friends of the common schools and the friends of the canal system, the bill reported by the school committee became a law, and our public school system was placed upon a sound foundation. It is said that history repeats

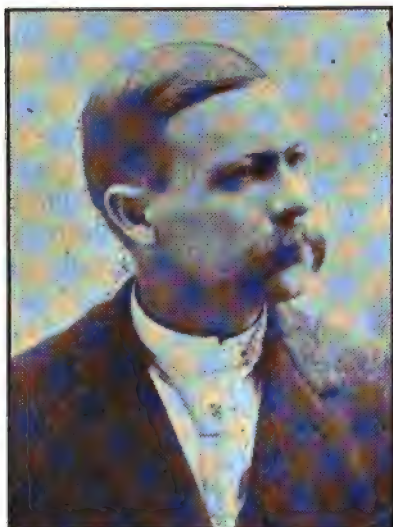
itself, and a repetition of the history of 1825 may yet become necessary to save both the common schools and the canals. Stranger things have happened.

IN order that a few persons who are working themselves up to a wild frenzy of fear that our public schools are in danger of being turned over to the control of some sectarian denomination, because of a suggestion that it might be well to consider the possibility of utilizing private institutions in the training of teachers, we respectfully call attention to the last clause of section two, article six, of our state constitution which says:

"But no religious or other sect, or sects, shall ever have any exclusive right to, or control of, any part of the school funds of this state."

OUR readers, who have been so greatly benefited by the helpful solutions to problems by Professor Edson M. Mills, of the State Normal School of Ohio University, will be glad to look into his face by means of the cut which is herewith presented. We have not interviewed him or any of his family as to the date and place of his birth, but there is the best of evidence that he was born at an early age and has been "staking out problems" the greater part of the time since. The editor has had an intimation of

a tradition, of the reliability of which he must not be held personally responsible, to the effect that the subject of this sketch showed his remarkable mathematical ability in his babyhood by "working sums" on the sides of his cradle. Whether this be true or false, there



PROF. EDSON M. MILLS.

is now no doubt of the fact that he has few equals and no superiors in his department. We congratulate his students in the Normal School upon the clear, clean-cut, definite instruction it is their opportunity to enjoy and the teachers in the institutes of the state who have the good fortune to listen to his lectures each year. Professor Mills will continue his excellent work in Arithmetic in the MONTHLY each month.

PROFESSIONAL COURTESY.

On account of reliable information which comes from sources which can not be questioned, we are compelled to believe that the Buckeye State is still disgraced with that class of individuals — we can not call them men, for there is no manhood in their composition — who either have no understanding or appreciation of what professional courtesy means, or have no conscience in performing acts to advance themselves at the expense of others.

As a rule the Ohio superintendent has a keen sense of what is right and proper in his relations to his fellow superintendents. He will not directly or indirectly seek a place filled by another and in many instances, greatly to his credit, he has refused to be considered a candidate for a superintendency even when it was reasonably certain that the person holding the position could not be re-elected. "A vacancy declared with no possibility of re-electing the present incumbent" has been the usual condition under which self-respecting and worthy men have sought, or permitted themselves to be sought for, positions in Ohio.

To be guilty of seeking, even in an indirect manner, a place rightfully belonging to another, indicates a condition of mind and heart which is unbecoming in any one who aspires to leadership in educational work, while a persistent seek-

ing in a positive manner, even to the extent of attempting through political methods, which ought to make the proverbial ward-heeler blush with shame, to elect a board of education pledged to vote against the superintendent in office and in favor of the one in whose interests the infamous work has been done, plainly shows an utter lack of even the most elementary conception of what constitutes common decency from a professional standpoint. Such a heartless self-seeking on the part of any one for any position is not only a violation of all the rules of professional courtesy, but an immoral act which should be openly and forcibly condemned at all times and under all circumstances by all persons who do not love darkness rather than light.

We are glad to believe that such exhibitions of conscienceless determination to secure a position at any cost are few and we hope and pray that merited failure may be the outcome of all such attempts. The "Golden Rule of Professional Courtesy," adopted several years ago by the State Teachers' Association, upon the recommendation of Dr. Samuel Findley, for many years the editor of the MONTHLY, chairman of a committee appointed to consider a Code of Ethics for Ohio teachers, is the only safe one to follow, and while it can not be made a formal part of the new School Code, it is written in the hearts of all the honorable teachers of the state

whose opportunity and duty it is to teach by precept and example both the letter and the spirit of the Golden Rule — Therefore all things whatsoever ye would that men should do to you; do ye even so to them.

SCHOOL LEGISLATION — GENERAL PROVISIONS OF PROPOSED SCHOOL CODES.

The following is a general summary of the leading provisions of the different school code bills offered for consideration in the General Assembly. Since it is impossible to reprint these long bills in full, we suggest that all who are interested in this legislation — and surely all teachers and friends of the schools should be interested — write at once to their representative or senator to secure a complete copy of either or all of the bills under consideration. In writing be certain to state the number and author of bills desired:

HOUSE BILL NO. 51.

This bill was introduced by Representative Treadway, of Cuyahoga county, embodies what is generally known as the "Cleveland Plan," and provides city, village, and county districts, in each one of which shall be elected a school director for a term of two years and a school council of five members for terms of two years, the salaries of both the director and members of the council to be fixed by the council.

The school director shall appoint a superintendent of instruction, subject to confirmation by the council, and may, at any time, remove the superintendent for cause. The superintendent shall have the sole power to appoint and discharge all his assistants and all teachers authorized by the council to be employed.

SENATE BILL NO 57.

Introduced by Senator Harrison, of Greenville. Provides for city, village, township, and special school districts. Board of education in city districts to be composed of one member from each ward and three members elected at large; in village, township, and special districts, of five members elected at large. Members of boards to receive two dollars per meeting for limited number of meetings named in law. Superintendent of schools to be appointed by the board of education, for a term not longer than three years, with power to appoint teachers subject to approval and confirmation of the board, no teacher to receive less than forty dollars a month or to be appointed for a term longer than three years. Three county examiners appointed by Probate Judge for term of three years, with uniform questions prepared under the direction of the state commissioner of common schools, and three grades of certificates — Elementary, High School, and Special.

HOUSE BILL NO. 176.

Introduced by Representative Smith, of Washington county. Provides for city, village, township, and special districts. Board of education, in city districts, of five members, in village districts, of three members; in township districts, of five members; in special districts, of three members — elected at large in each case — and in township districts, in addition to the township board of five members, there shall be elected, in each sub-district, one director who shall act as the organ of communication between the people of his sub-district and the township board of education and, under the direction of the township board, shall have charge of the property of his sub-district, etc. Members of city boards to receive three dollars and village, special, and township boards two dollars for each regular meeting. In city districts, board of education authorized to elect a business manager. Superintendent elected by board, first for one year, and then re-elected for term not to exceed five years, select text-books and appoint teachers subject to the approval and confirmation of board. Minimum salary for teachers of forty dollars per month, with specific provision for aid to such districts as may not be able, through the levy provided by law, to meet this requirement. Three county examiners appointed by the state commissioner of schools upon

the recommendation of the Probate judge — this provision is, no doubt, inserted by the author of the code with the idea that their appointment directly by the Probate Judge is unconstitutional. — Questions to be uniform and prepared under the direction of the state commissioner of common schools.

HOUSE BILL NO. 215.

Introduced by Representative Bassett of Lucas county. Embodies in a modified form the principles of what is generally known as the Toledo Plan. Provides for city, village, township, and special school districts. Board of education in city districts to be composed of seven members, three to be elected at large, and four in separate subdivisions of the district, by the electors thereof, nominations to be made by petition. Board of education of village, township, and special districts, of five members elected at large. The author of the bill informed the editor that it was his intention to apply the principle of electing a part of the board at large and a part by sub-divisions to village, township, and special districts as well as to city districts but that at the time of the introduction of his bill the plan had not been worked out in detail.

POINTE AUX PINS.

One touch of nature makes the world kin. — *Shakespeare*.

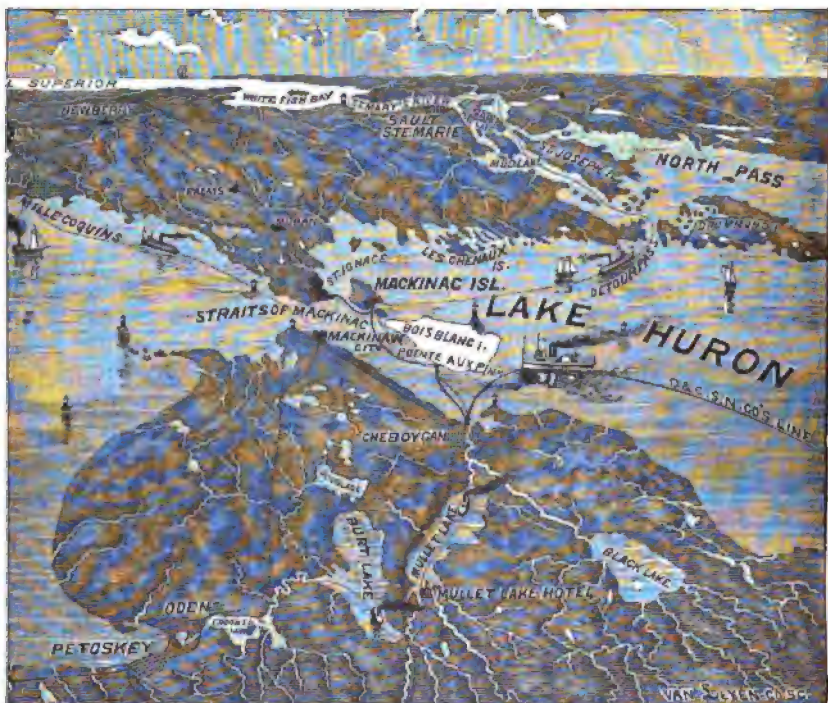
That one is strengthened physically, uplifted mentally, and puri-

fied morally by living "near to nature's heart" is an established fact. One feels the blood pulsating with new life as he sniffs the salt-sea air or the pine laden breath of the forest; his vision broadens as he watches "midst falling dew" the solitary way of the waterfowl through the "boundless sky" and thinks of the "Power whose care" guides his unerring flight; and surely he is made better who "looks through nature up to nature's God."

The question is, where shall we find the particular spot which is neither too hot nor too cold, too quiet nor too noisy, too gay nor too lonely, that shall do all these things for us. The lavishness with which God has created the beautiful, makes it a hard one to answer. For the great majority distance and expense—really synonymous terms—easy mode of travel, and personal comfort are things of great importance. The natural exodus for Ohio is by the Great Lakes and each season larger numbers find their way to some quiet spot for rest and recreation. In the northwest waters of Lake Huron, in the Straits of Mackinac, lies a little island sixteen miles long and six miles wide. Covered with a dense growth of pine, hemlock, and tamarack, as well as oak and many other varieties of trees, its beauty attracts the eye of the passer by and its spice laden air soothes and rests the weary. Once

upon its dry, sandy soil the enchantment continues. Ideal paths through the sylvan stillness lead one to still more ideal spots. Quiet inland lakes mirror the blue of the sky and the evergreens upon their shores.

start away from home with six Saratogas and pose as a delineator of fashion, we say, stay away, you will not enjoy it. While thus avoiding all the unpleasant things of city life one is not "shut off" from communication with the



In this little Paradise no trolley car, forever ringing its fares and stops, goes lumbering by; no automobiles, tooting and smelling, rush madly on; no telephones with their incessant jangle call you from your contemplation of nature. All is ideal for those who want rest and peace and quiet. To the man or woman, however, who wishes to

world. There is a daily mail and all telegrams and special messages are delivered at once.

To reach this delightful spot, Pointe Aux Pins on Bois Blanc Island, the Buckeye has only to take one of the magnificent D. & C. boats from the point nearest him to Cheboygan. Direct connection is made there with the Steamer

Wau-Kon of the Inland Route which lands at the island four times a day.

Overlooking the lovely bay and half hidden in a forest of beautiful shade trees is the Hotel Pines, thoroughly modern in all its conveniences, and in connection with the Hotel there are several cottages, all of which contain modern improvements. Open fires with great odorous pine logs make life one long dream.



The disciple of the rod and line will be delighted to learn that the waters of this region are swarming with the finny tribe. Within easy reach of Pointe Aux Pins is to be found the best fishing grounds in the State. Bathing is a safe luxury. Sail boats and row boats competently manned, may be chartered by the guests from the hotel at all hours for sailing, fishing, or picnic parties.

There are eminent resident physicians there during the season, should their services be required.

One other very important point must be spoken of and on this we

know whereof we speak. For sixteen years Hay Fever has ruled our household from about August 10 to October 1. Every device known to man has found a place in our attic while a number of climatic changes have been made. None of these things has benefited as much as our sojourn at Pointe Aux Pins. We earnestly recommend this place to all such sufferers. The pine laden air of the island together with the lake breezes seems to eradicate the "sneezes."

Any further information regarding Pointe Aux Pins can be obtained by addressing Mr. E. T. Webb, Jackson, Mich., until July 1; after that, Hotel Pines, Pointe Aux Pins, Mackinac Co., Mich.

E. M. C.

PREPARING TO OBEY ORDERS.

About the time that the "Order to leave the Country" was delivered to the editor, two characteristic letters came, which in the light of recent events may be of some interest to our readers. We therefore quote from them as follows:

"The Pennsylvania School Masters' Club and The Western Pennsylvania and Eastern Ohio Round Table will be in session in Pittsburgh, March 4 and 5.

"A dinner in your honor will be given at the Colonial Hotel on Saturday, March 5, at 1:00 p. m. It is desired that you be present and respond to the toast, 'The Holy Sepulchre.'

"Will you come? Wire me at East Liberty, Pa.

"Mr. Henry Houck will be present and respond to the toast, 'O, Jerusalem.'

"Very truly yours,

"J. P. STEPHENS,
"President."

It was with the sincerest regret that we had to decline this highly appreciated invitation and seek some little comfort in the disappointment by sending an "illustrated" communication to be read on the occasion.

The other letter was from "King Henry," himself, and, after extending congratulations, makes the following characteristic comments and observations;

"For some months the teachers of Pennsylvania and Ohio will have a long-needed and well-deserved rest—no 'pettygogy' for a long spell—no 'chile studdy'—no fooling with 'brain tracks.'"

If present plans carry, Dr. Houck will sail from New York, March 8, on the "Grosser Kurfuerst," specially chartered for conveying delegates to the World's Fourth Sunday School Convention at Jerusalem, April 18-20.

Feeling that the necessary rush and excitement of this trip would not be the most conducive to returning health and strength, the editor and his wife will not undertake it, but will sail from Boston to Naples, March 12, on the Canopic of the White Star Line. After reaching Naples, March 26, the

tour of Italy and other European countries will be made, as health and convenience may determine, with the expectation of joining Dr. Houck upon his return to southern Europe from the Orient.

While the visit to foreign lands and the opportunity to view new scenes, with rest and probable complete restoration to health and strength as an accompaniment and result, are most pleasant to contemplate, as the time approaches to leave home and friends, there comes to us with more force than ever before the firm conviction that, after all is said, the most abiding source of human comfort and happiness is found in the memory of such a true and generous friendship and love as it is our blessed privilege to enjoy. With this conviction and with hearts full of gratitude, for a few brief months, we say Good-bye.

During our absence the MONTHLY will be in charge of F. B. Pearson, as editor, who will be assisted by President W. O. Thompson and a number of other good friends, in different sections of the state, who have most kindly and generously volunteered their services. Each county will have a representative who should address all communications to the OHIO EDUCATIONAL MONTHLY, 57 E. Main St., Columbus, Ohio. Items for the "Educational News" should be sent in by the *twentieth of each month to insure insertion in the next issue.*

THE ATLANTA MEETING.

After a long winter with its snows and ice and the thermometer standing near zero for weeks, the prospect of a brief visit to the "Sunny South" is looked forward to with pleasant anticipation. It is well to enjoy the contemplation as much as possible before hand for it sometimes rains even at the south. On Saturday morning, February 20, when the Ohio schoolmasters began their pilgrimage to Atlanta to attend the annual meeting of the Department of Superintendence the sun shone beautiful and the white hills of our native state fairly glistened in its brilliant rays. With the thermometer at 4° above zero all looked forward to the Spring like scenes expected with the coming of the next day. As we rolled into Chattanooga sunshine was a dream and umbrellas at a premium. Water everywhere and plenty more falling. It is well always to make a virtue out of necessity and so the Ohio schoolmasters decided that, if they could not visit the great battle fields of Chickamauga, Missionary Ridge, and Lookout Mountain, they would go to church and some of them needed to do so.

Monday dawned bright and history was realized that day on the famous fields about Chattanooga as never realized before by many who took the trip. It is gratifying to a Buckeye to see the Ohio Monument on Missionary Ridge nearing completion and commanding one of

the most imposing prospects of all the mountain. When the shaft is completed it will be seen for miles across the valley of the Tennessee as no other monument so far erected.

The evening found us in Atlanta where the clans were gathering from all parts of the country. The meeting was well attended. George Bruce in his famous directory had corralled about eight hundred before the sessions closed, between forty and fifty of whom belonged to Ohio. Many school men had thoughtfully taken their wives which contributed not only to their own happiness but to the pleasure of all who attended the meeting.

The program was good and well balanced throughout and while there were none of those unusual flights of oratory and sharp debates that sometimes characterize these meetings there were few weak points and all were prepared.

Ohio had but two representatives on the program and unfortunately one was called home by telegram before his part of the program was reached and the other was unable to attend.

That hospitality characteristic of the South was extended on all sides. Governor Terrell, State Superintendent Merritt, City Superintendent Slaton, and ex-state Superintendent Glenn whose genial face and warm hand were seen and felt on all sides, are especially remembered. The Governor and Feder-

ated clubs gave special receptions at which the utmost cordiality and informality prevailed. All were made welcome. Beautiful Atlanta with her excellent hotels and genial people whose hospitality did not stop with addresses of welcome will long be remembered by the members of the department.

The work of the convention proper began with a discussion of "Education at the Universal Exposition" at St. Louis, 1904. H. J. Rogers, chief of the Department, explained the general plan. The aim is to represent system rather than details. The nation as a whole is to be represented through the Bureau of Education. About thirty states will have state exhibits. Ohio is not included in the thirty having made no appropriation for a special educational exhibit. Four cities have been selected as typical of city school systems: New York, the largest; Chicago, the most cosmopolitan; St. Louis, the largest of the Louisiana Purchase; and Cleveland, a representative of the undersized cities. All other cities are to be included in the state exhibits to which they belong. The special exhibit of St. Louis which has as much space as all of the others combined was explained by Superintendent Soldan. Every part of the exhibit including the decorations mural, bas reliefs, facades, etc., is to be the work of children. Associate superintendent Edson of New York, in explaining the exhibit to come from

that city, stated that there would be no recopying, that in every case the work should be the product of the pupil's first effort. However, in order to lighten the special work, certain schools and certain grades had been selected to do specific things. The progressive teacher will look forward to the exhibition with great interest.

The discussions on the "Course of Study" were as usual pointed and interesting. Dr. Frank M. McMurray of Columbia University with his usual clearness and force discussed "What Omissions are Advisable in the Present Course of Study, etc." Those who have read Dr. McMurray's writings can easily divine the line of thought taken by him; for unlike many writers and speakers he is always consistent in what he says. It is only fair to state that most of the omissions suggested are made by the best schools in the country, some others ought to be made no doubt, while a few would hardly be attempted by any good schools that aim at thought power as well as utility.

One of the most interesting topics discussed was "Declaration of Educational Principles with Especial Reference to the needs of the South." The subject was ably presented by President Charles W. Dabney of the University of Tennessee, recently elected president of the University of Cincinnati, and President Charles D. McIver of the State Normal School of North

Carolina. Education for all of the South was the central thought of each speaker. The force and clearness of the speakers met the hearty approval of the northern delegates and must have carried conviction to any doubting Thomases of the south — however, the frequent and hearty applause of the large audience indicated practical unanimity in the sentiments expressed.

The advocates of "Simplified Spelling" came away from the convention in happy spirits. All that they had asked had been granted by an overwhelming vote; viz, a committee of thirty conservative philologists and the request for an appropriation of \$2,000 a year by the board of directors of the N. E. A.

Two of the best papers presented were "The Superintendent, a Man of Affairs," by superintendent W. H. Maxwell of New York and "The Assistant to the Superintendent, his Functions and Methods of Work" by Miss Alice E. Reynolds, supervisor of schools, New Haven, Conn., the latter giving evidence of the most careful preparation, a quality too often lacking in papers and addresses.

Lack of space compels the writer to pass over many interesting subjects and all of the Round Table meetings, many of which in themselves present a sufficient amount of most interesting material for an article.

Another great meeting has been added to the long list of educational

gatherings and still the last word on education has not been said. With pleasant recollections of Atlanta the Department will gather again next February at Milwaukee where though the north winds may blow, the greeting will be none the less cordial and opportunities for close convention work ample.

The following officers were elected for 1904: President, Superintendent E. G. Cooley, Chicago; First Vice President, Superintendent Lawton B. Evans, Augusta, Ga.; Second Vice President, Superintendent J. W. Carr, Anderson, Ind.; Secretary, Angeline E. Whitney, New York.

J. A. SHAWAN.

EDUCATIONAL NEWS.

— In January, notices were sent to all subscribers whose subscriptions were not paid. Several hundred have kindly responded, for which we are very thankful, but a larger number still owe. If you are of the number, please respond AT ONCE and save us the unpleasant duty of mailing repeated notices to you. It is not pleasant either to send or to receive "duns," and there is an easy way to avoid the unpleasantness.

— Supt. C. T. Northrop, of Conneaut, is both doing things and getting them done. On February 12 to 13 he conducted a Teachers' Institute for his corps of teachers with Assistant Superin-

tendent C. P. Lynch, Supervisor Jennie D. Pullen, and Professor H. F. Patton of the Cleveland schools, and Director of Music G. M. Winshell, of Conneaut, as instructors.

—The teachers and schools of Ohio have no better friend than L. S. Wells, proprietor of the O. T. R. C. depository. See his advertisement in this issue.

—The University of Chicago has issued an attractive announcement relative to Prizes for Economic Essays ranging in value from \$150 to \$1,000. Persons desiring full information regarding them should address J. Lawrence Laughlin, Esq., University of Chicago, Box 145, Faculty Exchange, Chicago, Ill.

—The annual reports of the Normal Schools of Miami and Ohio Universities show a splendid record for the summer sessions of 1903. The enrollment at Oxford was 491 and at Athens, 423.

—The Columbus Normal School, Miss Margaret W. Sutherland, Principal, graduated forty-three young ladies on January 28.

—We congratulate the schools of Athens on the Announcement of Course of Study recently issued. Supt. F. S. Coultrap is sane and sensible in his recommendations and successful in his work.

—The Ashtabula board of education has adopted the report of a committee, composed of Supt. R.

P. Clark and the clerk of the board, recommending "the immediate introduction of individual instruction as the supplement and corrective of class instruction into the schools" of that city. The report, which is a very interesting one, was made after a visit to Batavia, N. Y., where the "Batavia System" was carefully investigated.

—We heartily commend the following "Suggestions" made by the Jefferson county board of school examiners in their recent official circular:

It is the earnest desire of the board to have most efficient and progressive teachers in the schools of Jefferson County. In order to have this, it is suggested that teachers give special attention to the O. T. R. C., from which the questions on Theory and Practice will be largely taken. Also, that teachers attend when possible the County Institute, the County Associations, and do some reading from Educational Journals.

The Board shall aim to keep trace of those teachers who are trying to improve themselves by attending Summer Schools, or by reading private courses, and shall reward them accordingly.

—The Hardin County Teachers' Association held its second quarterly Institute at Kenton, January 30th. Supt C. C. Miller, of Lima, delivered addresses at both morning and afternoon sessions, which were scholarly, instructive, and entertaining, and gained for him many friends in the assemblage.

Supt. Britton, of Kenton, then spoke on the School Code, dwelling on some of the important features. A general discussion of this subject was then indulged in by different members of the Association.

—Supt. R. H. Kinnison, of Wellington, has made a remarkable record in his work. His salary is now \$1,500—an increase of \$100 on his twenty-fourth re-election last June. The high school enrollment is now 170, seventy per cent of which is made up of foreign pupils. The lower grades also have a large attendance from outside the district. The high school Friday afternoon lectures by Oberlin college professors are proving helpful and inspiring. As soon as the weather moderates the editor will take off his hat to Supt. Kinnison or any other man who can serve his community in such a successful manner.

—The Hamilton County Teachers' Association School Code reached us too late for publication in February. It provides for city districts with a board of education composed of one member from each ward, and village and township districts with five members elected at large; for tenure of office of teachers who prove their efficiency by three or more years of successful experience; for the distribution, to needy districts, of a part or all of a state common

school fund of \$500,000; for a minimum school year of seven months and a minimum salary of \$40 a month; for three classes of county and city certificates—kindergarten, common school, and high school, each class to be valid for one, two, three, or five years conditioned by the grades received, and each to be renewable after five years of successful experience; and for mandatory township supervision.

—The recently organized Knox County Superintendents' and Principals' Round Table held an interesting session at Mt. Vernon, January 30. The School Code, Promotions, Objects of the Recitation, and Essentials and Non-essentials were among the important subjects discussed by Supts. Baxter, of Mt. Vernon, Yearly of Danville, Bebout of Bladensburg, Metzger of Gambier, and others. The secretary, N. Hicks of Centerberg, reports that all present enjoyed the freedom of the discussions and are looking forward with pleasure to the next meeting in March.

—*The Dragon* is the well-edited High School Paper of Greenfield whose schools are under the efficient supervision of our good friend, F. S. Alley, who has been over the river in Kentucky the past few years. The following "local" taken from its columns, referring to the high school principal, has a good flavor and we congratulate its

author upon his keen appreciation of the situation. Mr. Harris is evidently getting some necessary things done, even if he has to lengthen the day a little:

"Mr. Harris has given a number of delightful receptions after school recently. The first section in beginning Latin was the first to partake of his hospitality; and later the class in Caesar enjoyed the same privilege. Mr. Harris is a delightful host and all who were present report a delightful time."

— Supt. N. D. O. Wilson is enjoying the most cordial co-operation of teachers and patrons in his new position as superintendent at Bowling Green. When the new eight-room, ward building costing \$20,000 is completed, the crowded condition of the high school will be greatly relieved. A new course of study for the high school, meeting college requirements more fully, has recently been adopted by the board of education and an additional teacher, Miss Edith St. John, has been added to the corps of teachers. A well-equipped laboratory is one of the valuable additions of the near future.

— The Sandy Valley teachers recently held a most successful and enthusiastic meeting at Carrollton with Supt. W. N. Beetham at the helm. Among the local speakers we note the names of J. F. Guy, Margaret Aultfather, W. H. Angel, W. H. Geiger, S. F. Deets, and W. M. Jones, all of whom added to

the interest of the meeting by their earnest words of helpful suggestion. Commissioner-elect E. A. Jones addressed the Friday evening meeting and thoroughly convinced all who heard him of his eminent fitness for the office upon which he will enter in July. Supt. S. K. Mardis of Toronto also delighted the audience with an excellent address.

— We congratulate Supt. Horace A. Stokes upon serving a community that can vote 586 to 79 in favor of erecting a new \$40,000 school building, and the city of Delaware upon having a superintendent who can lead them to such sane action.

— Our right hand is extended to Supt. R. W. Mitchell, who has succeeded in "Carnegieizing" Defiance. A good central site has been secured and the library will be built soon.

— At the forenoon session of the last meeting of the Van Wert County Teachers' Association many interesting questions were discussed in an informal manner. In the afternoon, Prof. Victor Moon gave an interesting illustrated lecture on Science Work, and Supt. T. W. Shimp, of Delphos, who was present with all his teachers, discussed Reading in its Relation to Literature in a most suggestive and helpful manner. Resolutions were adopted favoring compulsory township supervision, township

boards of education of five members, elected at large, minimum salary of \$40 a month for teachers, etc.

—The last session of the Fayette County Teachers' Association was unique in many features and interesting in all. Supt. E. L. Mendenhall of Washington C. H. gave a model lesson to pupils of the Seventh Grade, presenting a general demonstration of the rule for finding G. C. F. From his excellent corps of teachers, the following took part: Misses Kerri-gan, Bell, and Burnett, Primary Reading; and Miss Manning, Word Reading (from printed slips furnished the pupils and not seen by them previously); Misses Hopkins and Pearce, Actual Work in Decimals; Miss Williams, Pupil Government in Fourth Grade; Miss Johnson, Home Geography; Miss Bush, How Timidity May be Cured; H. D. Chaffin, Co-ordination of Hand and Brain. Our correspondent says: "Many of the exercises were remarkable and showed that Supt. Mendenhall and his teachers know a most excellent method of teaching, reading, drawing and arithmetic, etc." The most excellent lecture of Dr. J. A. Cul-ler of Miami University was a special feature of great interest and profit to all. His subject was The Parlor Match and both the teachers and the children, who crowded the room, listened to the lecture

and watched the accompanying experiments with the keenest interest.

—Professor R. S. Tarr will again conduct his Summer School of Geography at Cornell in 1904. This is the first experiment of the kind ever attempted in any American university.

—The regular bi-monthly meeting of the Summit County Teachers' Association was held at Akron, Ohio, February 13, 1904. Devotional exercises were conducted by Supt. F. Schnee, Cuyahoga Falls. Prof. N. L. Glover, supervisor of music in the Akron public school, had charge of the music. He rendered several solos, which were much appreciated, as they always are. Supt. W. M. Glasgow of Barberton read a paper on Common Sense in Education. He said: "Character is the expression of all that is in the mind. The school is not a place for experiment. Common sense is necessary if we wish to keep our bearings. Teachers need to be level headed. Obedience is a prime requisite of character." Agnes E. Kinkor, principal of Grace School, Akron, read a paper on "Some Things Which Make the Successful Teacher." She thought both a physical and a mental preparation are necessary. If the pupils do not understand, the teacher ought to look to herself. Failure is often the result of not carrying out what is begun.

Teachers ought to love their work, control self, and be courteous. Principal Lee R. Knight, Akron Normal School, talked on The Ohio Teachers' Federation. He spoke enthusiastically on the subject making an earnest plea for the better preparation and remuneration of teachers. Mrs. Sarah P. Bennett, of Akron, presided.

— We are glad to publish the following from our good friend, Supt. H. G. Frost, Monroe:

Noticed a statement in the OHIO EDUCATIONAL MONTHLY that a certain township in Ohio had employed a special teacher in Drawing, and that this probably was the pioneer in this movement. Lemon township, Butler county, has employed a special teacher in Music for the past ten years and for the past five years has been employing one in Drawing. Does this not make it the pioneer?

— The second quarterly session of the Ottawa County Teachers' Association met at Oak Harbor, February 6. Several excellent papers were read. The Round Table was an interesting feature, as many of the teachers ably discussed the topics presented. The members of the Association most heartily expressed their appreciation of the able addresses delivered by Prof. W. H. Meck, of Dayton. The one in the morning, on the Course of Study was followed in the afternoon by The Qualifications of the Teacher. By request, the different school codes were outlined by

Prof. Meck. Some excellent music was rendered by the High School orchestra and others. The next meeting will be held at Lakeside, May 7.

— Dr. E. E. Sparks, of Chicago University, will instruct in the next Butler County Institute.

— The next meeting of the Butler County Superintendents' and Principals' Club will be held in Middletown, March 12.

— February 13 was a good day for Jefferson county teachers who attended the Association held at Steubenville. R. G. Porter, Max Roth, Miss Tappan, D. H. Welday, J. H. George, G. O. Grady, Wilson Hawkins, E. M. Davis, S. K. Mardis, E. M. Van Cleve, R. E. Rayman, D. W. Matlack, and others were on hand to help with the program which delighted at least 150 teachers in attendance. Mr. Matlack's report that over 100 teachers are doing O. T. R. C. work has the right ring. The resolutions favoring small boards elected at large, minimum salary of \$40 a month for teachers, and other righteous educational measures, were unanimously adopted. Principal W. H. Maurer is president of the Association and Miss Mary Tappan, secretary.

— Supt. W. M. Henderson, chairman of the executive committee, announces that the next meeting of the Ohio Valley Round Ta-

ble will be held in Moundsville, W. Va., April 8 and 9.

— Summer sessions are getting to be one of the most important activities of the larger American Universities. At Columbia, Cornell, Harvard, the University of California, and the University of Tennessee last summer nearly 6,000 students were registered. At Columbia University alone there were 940 students although it was only the fourth year of the experiment at the metropolitan University. The announcement of the Session for 1904 is now ready for distribution.

— We call special attention to the advertisement in this issue, by Supt. W. E. Kershner of Prairie Depot, relating to hotel accommodations at St. Louis the coming season. Mr. Kershner and the firm he represents are worthy of confidence and patronage.

— Mercer county announced a good program for her meeting, February 27. Among the persons who were to take part are J. W. Fetten, J. H. Barnett, R. W. Mitchell, and T. W. Shimp.

— Supt. C. C. Miller of Lima was "booked" for two addresses at the Miami County Teachers' Association at Piqua, February 13. Prof. F. Truedley of Athens and Prof. J. H. Martin of Moore's Hill, Ind., were also on the program.

— In twenty years the sale of the Riverside Literature Series published by Houghton, Mifflin & Co., has grown from 6,000 copies (1883) to 1,061,000 copies (1903). The Series now numbers 180, and includes 1,800 titles and 80 authors.

— Prof. Edson M. Mills, of Ohio University Normal College, delighted the Pickaway county teachers with his helpful and inspiring addresses at their association, February 20. Savilla Allen read a very interesting paper on Beneficial Insects, J. H. O'Neal gave some most helpful directions about Taming and Feeding Birds; and Supt. Stanley Lawrence talked on The Life of the Toad to the enjoyment and profit of all. The Solar System was the subject of an instructive lecture by Prof. C. C. Webb. The School Code recommended by the State Teachers' association was endorsed and Supt. C. L. Boyer was appointed to notify the General Assembly of the action.

— Miss Juliette Sessions, head of the department of history at the East High School, has been notified that she has been awarded the prize of \$100 offered by the Ohio Society, Sons of the American Revolution, for the best essay on "Campaigns of the Revolution in the Ohio Valley and Their Effect Upon the Growth of the United States." We heartily congratulate Miss Sessions upon this well-merited recognition

—an honor to her and the school which she represents.

—A meeting of the representatives of several of the different educational organizations, which are accustomed to meet in Columbus during the Christmas holiday season, was recently held in Columbus, at which it was determined to hold union sessions of the different organizations in Columbus, forenoon and evening, December 28 to 30, 1904. The afternoons of the same dates will be devoted to special meetings of the different organizations.

—The eighth annual meeting of the Crawford County T. R. C. met at Bucyrus Saturday, February 20. A large crowd of teachers was present and a very interesting program was rendered. Among the speakers were Supt. J. J. Bliss, of Bucyrus; Supt. I. C. Guinther, of Galion; Supt. S. A. Gillett, of Crestline. Prof. Dickinson, of Wooster, was present and gave a very interesting talk to the teachers. Some of the topics discussed were Federation of Teachers, Centralization of Schools, Primary Reading.

—The Newark Teachers' Federation held a largely attended meeting February 19 and discussed the subjects of Local Taxation and School Codes. Miss Ida Wiegand, of the Central School, read a paper on the former subject and Prof. F. H. Ottman compared the Smith, Harrison, and Treadway school

codes. He showed that the Smith code contained the greater number of desirable reforms, many of which are now in successful operation in other states. Resolutions were passed favoring boards of education of five members, minimum salary of \$40 a month, mandatory county and optional township supervision, tenure of office for teachers as outlined in the Smith Code, and several other important provisions omitted because of lack of space.

—The third bimonthly meeting of the Champaign County Teachers' Association was held in Urbana February 20, 1904. At the morning session Supt. D. H. Sellers, of King Creek, discussed the question, Vacation Schools for Teachers — Are They Helpful? Mr. Sellers handled the subject very well and defended the Summer School with many good points. Mr. E. T. Zerkle, Supervisor of Writing in the St. Paris Schools and those of Jackson township, discussed, in a very able paper, Penmanship in the Country Schools. Mr. Zerkle had on exhibition specimens of his work which prove that he is doing much for his schools in that branch. The first address of the afternoon was by Miss Maud Carmony, of the Urbana High School on Culture in the Public Schools. This address was very instructive, showing many ways in which culture is, and can be, developed in the public schools, that of the field in literature prob-

ably being the greatest. The next address was by Prof. R. T. Stevenson, Department of History, Ohio Wesleyan University, Delaware, O. The subject was Types and Hopes of American Democracy. Prof. Stevenson held the large audience of the afternoon spellbound for an hour and a half. He gave as three of the greatest types, Washington, Jackson, and Lincoln, the latter, perhaps, being his ideal. It was an address full of patriotism and of noble example for the teaching of American history. The afternoon program was interspersed by a fine musical program under the direction of Miss Joslin, Supervisor of Music of the Urbana Public Schools. The next meeting will be held in St. Paris the fourth Saturday of April.

— Muskingum and Perry counties held a "union service" at Roseville, February 20. The program announced addresses by Earl F. Earhart, W. A. Axline, D. J. Schaefer, C. L. Martzloff, George H. Lapp, G. W. De Long, and Chas. W. Cookson. Representative James M. Carr, of Muskingum county, was announced for an address on The New School Code.

— Marietta College is this year offering to the teachers of its section in its Summer School, beginning June 13 and continuing six weeks, real metropolitan advantages. In addition to the reviews

of the common branches and advanced studies common to most summer schools, and in addition to the special features which Marietta has provided in former years, a group of teachers associated with the famous Col. Francis W. Parker will give instruction in the summer term. They are Miss Flora J. Cooke, Principal of the Francis W. Parker School of Chicago; Mr. Ira M. Carley, Manual Training teacher in the same school, and Mr. Ira B. Myers, Instructor in the Teaching of the Natural Sciences in the University of Chicago.

— The United States Civil Service Commission announces an examination on March 29-30, 1904, for the position of teacher in the Philippine service, the salary ranging from \$900 to \$1,200 per annum. Women will not be admitted to this examination, except that the wives of male applicants will be permitted to take the examination and, if they pass, will be preferred in appointments, provided their husbands are also selected for appointment. Persons living in Ohio and desiring to take this examination can secure application blanks from the secretary of the local boards, post office, Cincinnati, Cleveland, Columbus, Ironton, Toledo, or Zanesville.

— The N. N. M., Lebanon, Ohio, has issued an interesting announcement of its summer sessions.. See advertisement in this issue and

write President J. Oscar Creager for particulars.

— The program of the North-eastern Ohio Teachers' Association held at Cleveland, February 27, announces A Lesson in Geography by Mrs. Adelia A. Field Johnston, of Oberlin College; an address on The Teacher and School Legislation by George B. Siddall, Chairman Cleveland Chamber Commerce Educational Committee; and a Model Lesson — Geography Lesson on Japan by the Sixth Grade Willson Training School, Cleveland, under the direction of Miss Harriet E. Corlett. Supt. H. H. Cully, Glenville, is president of the association, and Supt. C. E. Carey, Warren; Prin. Wells L. Griswold, Youngstown; and Miss Lucia Stickney, Cleveland, members of the executive committee.

— Frank P. Whitney is president of the Cuyahoga County Teachers' Association whose winter meeting was held in Cleveland, February 13. The forenoon was devoted to Round Tables. The address of the afternoon was delivered by President King, of Oberlin, on Some Suggestions from Psychology for Teachers.

— We note in a recent issue of the Greensburg, Pa., *Daily Star* that Supt. E. J. Shives, of that city, formerly of Sandusky, O., has been appointed a member of the State Board of Examiners for the State Normal School, Indiana, Pa.

BOOKS AND MAGAZINES:

American Book Company, Cincinnati.

Gateway Series of English Texts. General Editor, Henry Van Dyke, Princeton University. Cloth, 16mo, Price, each, 35 cents.

Macaulay's Essay on Milton. Edited by Edward Leeds Gulick, A. M., Master of English in the Lawrenceville School. 160 pages. With portrait of Macaulay.

Carlyle's Essay on Burns. Edited by Edward Mims, Ph. D., Professor of English literature, Trinity College, North Carolina. 160 pages. With portrait of Carlyle.

Shakespeare's Merchant of Venice. Edited by Felix E. Schelling, Ph. D., Litt. D., Professor in the University of Pennsylvania. 186 pages. With portrait of Shakespeare. The first three volumes issued in this new series, which will include all the college entrance requirements in English. The books are convenient in form, attractively bound, and printed from clear type.

D. Appleton & Co., New York.

C. Sallusti Crispi Bellum Catilinae with introduction, revised text, notes, and vocabulary by Alfred Gudeman, Cornell University.

Ginn & Company, Boston.

Elementary Guide to Literary Criticism. By F. V. N. Painter,

(See page 123.)

THE OHIO EDUCATIONAL MONTHLY

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THE NEED AND SCOPE OF MORAL TRAINING OF THE YOUNG.

[An address given before the Society for Ethical Culture, Philadelphia, January 8, 1904.
Stenographically reported by Mr. Ernest Jacques.]

BY PROFESSOR MARTIN G. BRUMBAUGH, UNIVERSITY OF PENNSYLVANIA.

I wish to speak, as your chairman has indicated, on the need and scope of moral training of the young, or, as I prefer to designate it, the ethical training needed in our present-day civilization; and I shall speak more particularly upon the *scope* of that training, because, as I do so, its *need* will appear to your own minds.

John Ruskin once said that there were but three questions that concerned the human soul; that if the human soul could propound to itself these three questions, and answer them, it had justified its right to be a human soul. The first of these questions is this: How did I get here? The second: How am I going to get out of this world? And third: What had I best do under the circumstances? In other words, the three great concerns of

life center themselves around the thoughts of our origin, our destiny and our duty, and we have scarcely approached the problem of duty until we see that problem in the light of our destiny, and in the light of our origin; for, unless we understand that with which we are endowed, and that for which we have been endowed, we will scarcely be able to make a rational use of our lives.

When one comes to a consideration of the moral life, the life which sets before itself the standard of living up to its best thought, one has at once a heroic conception of the human soul. If, in America, to-day, we had an appreciable group of people who were heroic enough always to do the things which they know are best to do, we would at once have a most

wholesome leaven in our whole civilization.

If, to the thought that one is to live up to his best knowledge, is added the additional fact that where one's knowledge fails to give guidance one must trust a higher and diviner guidance, so that the life begins with thought and ends with faith, one has the real conception of the ethical character. For I take it that the child in the home lives heroically when it lives up to all that it has been taught, and, in the absence of guidance from that side, lives up, in the next place, to the example of its parents, its teachers, and those who stand above it in years and experience, as examples of what should be best in life. And so, all along the line of our growth, we need, not merely the heroic moral quality, that makes us do the best things we know, but also the higher ethical quality that makes us willing to be led in the hours when our own thoughts and our own guidance fail to give us direction. Now, if to that ethical conception of life's duty you add the acceptance of a divine personality, revealed to mankind in some form, and apprehended as a God, you have the religious life of the race. One must always keep in mind these distinctions when presenting a discussion of moral, or ethical, or religious training of the young.

There are three great virtues in civilization. There are three great qualities in the moral life to which

everyone of us should be dedicated; there are three virtues of the human soul that every individual should strive to achieve. And to the extent that we manifest these, live them in the midst of our fellows, to that extent may we be said to live truly, and to live nobly.

There is, first of all, the virtue of civilization, with which every soul should be invested. The virtue of civilization is *politeness*. Not that surface politeness that makes a man act a part in society, but that genuine politeness of the soul which makes each one treat each other as if each were a perfect human being; for the very genius of politeness lies in the fact that we act to every man as if he were perfect: that makes our action as perfect as we can make it. And there is always in society the need for this. We are altogether too gruff, altogether too harsh, altogether too uncivil—due to the many influences at work upon our lives; and we need conscientiously, not only in our childhood, but in maturer years, to be taught that a part of the real virtue of life is in the politeness with which we meet one another, and in the courtesy with which we come in touch with fellow-beings in the world. No system of education that has in mind the development of the higher virtues of the ethical life can possibly ignore this fundamental need of civilization to the individual; for, in a very appreciable way, the ob-

jective measure of civilization may be found in the changed way with which we deal with one another. The rude savage knows none of the courtesies of life. His code is harsh; his doctrine is destructive; his activity is selfish. But, in our later civilization, we have overcome in part, and we need to overcome in a larger way, all those qualities of the barbaric spirit, and we need to incorporate into each one civilization's best gift to us, the courtesy, the kindly goodwill, that should characterize enlightened human life.

The second of the great virtues of the human soul is the virtue of morality, which is *conscientiousness*, as contrasted with the virtue of civilization, which is politeness. It means a great deal to you, and it means a great deal to me, to have around us everywhere people who are living conscientiously; that is to say, who put their best conscience, their most honest endeavor, into every service that life places upon them. To be dependable in this world is a great power; and the very strength and fabric of our modern life rests upon the fact that we must depend one upon another, and the very shame and ignobleness of our modern life is that, all too frequently, we do not find in our fellowmen that conscientiousness which enables us, with confidence, to rely upon them. The subordinate is not always true to his superior, and the superior is not always

true to his subordinate. And so, in all our industrial life, there are frictions, and difficulties, and turmoils, because the virtue of morality has not been incorporated into the life of each one, and we have not learned that a part of the regal business of the soul is to be conscientious in every phase of life, and in the performance of every duty in life.

"In the elder days of Art,

Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere."

And a man's conscience to-day ought to be such that he would do every service of life, whether it is seen of his fellowmen or seen only of his own conscience, with the greatest care, knowing that his own peace of mind, his own self-respect, his own manhood, can never grow under deceit, or under the pretence of being, in the appearances, what we are not in the reality of things. What we need as the very basis of friendship in life is that absolute truthfulness of character that rings sincere to the very core. If you have a friend that you love, you place in that friend absolute confidence, and that confidence depends upon the conscientiousness with which your friend receives all your kindly offices and friendly aid. Now there is the broad moral activity of the race figured in the simple words, conscientious devotion to service, and the performance of duty—truthfulness in all the re-

lations of life. In the childhood of the race, above all the intellectual gifts of the sciences and the arts, there is this supremely significant thing, for it is better that our children, under our educational system, should be trained to be thoroughly conscientious, than simply to be trained to be thoroughly bright and smart.

The third of the great virtues of the human soul is the virtue of the ethical life, which expresses itself in the word *humility*. No one can be truly noble, heroic, helpful, in this world, who does not have a humble spirit, who has not risen, in the study of his own limitations, to the comprehension of the fact that all holy service in the world is performed by the soul that is imbued with the very spirit of humility. The loud, the blatant, the arrogant man is always the superficial, the never-to-be-trusted man. It is the quiet doing of helpful things, so that one's right hand is not informed of what one's left hand doeth, that makes for the larger and better services of life. The best things that we do are not paraded in the newspapers; they are not written on the bill-boards of the theatres; they are not displayed in the public advertisements on the walls of tumble-down buildings; but they are the quiet, humble services of the undiscoverable heart that finds its joy and comfort in the thought that it is helpful and useful to another in this world.

A child, coming up through our systems of training to-day, needs to be endowed with these great virtues of the human soul, to the end that, when he walks into his place in life, he shall find this place demanding of him the exercise of these great qualities of the human soul. And now, if the essence of human life is in some way contained in the thought of a humble and contrite spirit, that is willing to question all things, to learn from all sources, to analyze all problems, and face heroically all questions of duty with a humble spirit, then one is prepared to study, with some degree of detail, just what the scope of such a training is.

I should like to present it to you this morning under three aspects.

First of all, *the theoretical training in the ethical life.*

Second, *the practical training in the ethical life.*

And, third, *the absolute training in the ethical life.*

For these three seem to me to be distinct, and they seem to be comprehensive.

By the theoretical training in ethical thought and conduct I mean the informing of the intellect with all that sum of principles that shall give us intellectual guidance for the performance of duty. I mean the training of the intellect until it shall know the difference between the right and the wrong, the true and the false, the noble and the ignoble things, until there is estab-

lished within each one a clear and definite theory of conduct and duty, so that one has at least a rational basis for the acts of his life. Now, this theoretical informing of the intellect in ethical things is again a matter which passes, in the training of the child, through three distinct epochs.

First, in the theoretical training of the intellect in ethical things, is *the nutrition of the feeling life* of the child—the feeling of all that keen interest of childhood, with literature as the great material: the stories of heroic deeds, of domestic and civic and of social virtues—to the end that the child shall come to believe in the great heroes of life. The biographical quality of our early ethical teaching is of tremendous significance. It is a great time in the life of a child when it erects in its soul a great character, and tries to build its own emotions, and its own acts, in harmony therewith.

You know that our own George Washington has, perhaps, above every other soul, been a great inspiration to the childhood of the country; and what a marvelous thing that has been to the childhood of this race! How many boys have tried to be like that great boy, and how we have idolized and glorified Washington's character, in order that it might build itself up in the soul of the boy! And so, all along the line, in the life of a child, it needs to have set in its spirit clearly defined characters that it

shall come to admire and strive to emulate.

The very earliest ideals that a child emulates are found in the characters of the father and mother. It is a marvelous thing, if one had the time to stop and discuss it in detail, to what extent all that you and I become in this life can be traced directly to the early imitative activities of our lives, when we believed our parent and our school-teacher, perhaps, to be the embodiment of all that we cared to be.

I know a child in this city that has reached the point in its school career when the views of the teacher have become the guidance of that life; and, every now and then, when the parents say something, the child says, "Now, that cannot be so, for Miss So-and-So, my teacher, says it is the other way." There, you see, the child is moving out to a new hero. And it is a little embarrassing, sometimes, for a father to be called down by his own child, to see the teacher enthroned in the child's spirit; and yet it is most natural. It is the sign of a great teacher when that power has most been wrought in the life of a child. It is also the sign of a great responsibility, for, when the child tries to live after you, be sure that you are living in the light, or you will lead the child out of the light.

We shall add light with the fairy story and the moral tale. The Bible, and all the legendary lore which nourishes the feelings of a

child, enter the field on the ethical side. But this should not be the end of the training of the mind, for, if so, the mind is lost in mysticism. There is no power to organize that right feeling, and stir it into a definite code of conduct. [To be continued.]

ACQUIRED ABILITIES.

BY E. P. TICE.

The child looks with wonder and delight upon the picture books printed in pleasing colors, and it dwells longest upon the one in which the contrasting colors strike its fancy the most forcibly. In its innocent way it is admiring the work and doing its best to devour, as it were, the picture. New thoughts are entering its mind, and it is acquiring useful knowledge. It wonders what it all means and in its own way it will form some idea of its meaning. A desire has been created, and if properly nourished, a definite amount of ability will soon be acquired.

At this point the process of acquiring ability is slow—almost painfully so. The child, at this age, has but little acquired knowledge from which to draw comparisons. We older ones know how difficult it would be for us even to call the names of the common objects about us, if it were not for a store of general acquired knowledge from which we draw and thereby reach conclusions. This is the time when the teacher is the only source to which the child

turns for new ideas. It is not enough now, that the teacher has in her own mind the knowledge for which the little one is yearning. She must be able to bring her mind down to the level of that of the child. She must be so full of child-love and child-sympathy that her efforts can not fail to find a responsive reception in the mind of the child. Here it is in order to state that the place of the primary teacher is the most important of any in our schools. School patrons and school boards should demand that she take special training for her work, and should *pay her enough* to justify her in so doing.

As the child passes on to the next grades its little world begins to widen. The little one is *acquiring* ability to do things.; and how the child's mind thrills as the *true* teacher leads it on from the known to the unknown! The teacher who can watch the development of the mind—the acquiring of ability, without experiencing the most intense pleasure—without continually fearing that she may fail to do just what ought to be done to cause

that child-mind to unfold correctly, should never be permitted to enter the school room. We can thus lead the child step by step until the mind has become sufficiently mature to justify us in showing him the real incentives for study, placing the real objects before him, and our work in this line then has a good beginning. The child begins to have a desire for success, good standing, approbation, and esteem.

While, of course, the subjects named in our courses of study must be made a part of the minds of our pupils, the *real* task is to influence those instinctive, unreflective approvals and disapprovals with which the individual looks upon men and conduct. These are virtues which our times demand, which it is hard to cultivate. A high ideal of commercial honor, a passion for truth, an admiration for political integrity, and a deep sense of civic duty, are not spontaneous acquisitions; they are not unhampered growths in boys and girls as they become men and women,—but it is a great part of our duty as teachers to have these virtues become a part of the pupil's life as he passes on through the grades to the high school. We are aware that neither the natural ability nor the degree of virtue is the same in the minds of all our pupils—far from it. But as the child passes on through the years, if sound and sane suggestions come from personalities which

inspire respect and confidence, these impulses may be strengthened into stable virtues. How can we do this? In many ways which the true teacher will devise. History and literature and life must be searched for noble personalities and high types of conduct and these must be held up for admiration and emulation wisely, persistently, untiringly. Let the pupil search the press and the community for high types of conduct. Help him to find sketches about some of our great philanthropists and reformers of the present day.

The great problem of American education is the problem of making better citizens, and certainly one great step in solving this problem lies in bringing the school into closer relation with life. I believe that in a measure, a child may *acquire* the ability to be honest and upright just as he acquires a knowledge of arithmetic, grammar, and geography. True, his *natural* ability, his inherited nature is a great factor in this, but even when culture is lacking in the child's natural abilities great good may be accomplished by the true teacher.

Now, the pupil has passed through the different grades and goes from our public schools into college, or into the school of life. Let us grant that he has acquired the ability to cope successfully with the studies he has pursued. Let us grant that he has acquired the ability of knowing and doing right.

There remains yet another all important ability that should have been acquired. While he is being trained along these lines he should be taught to realize the triumphant happiness of a difficult task well done. He should be encouraged carefully, earnestly, to keep on doing a thing as well as he can, for by so doing it must finally become interesting. By and by, he must spend the greater part of his waking hours in work, and if he has failed to acquire the ability of enjoying work, the work that lies before him, he bids fair to lead an unhappy life. There must be an incentive to work, or the child will have no desire to possess superior qualifications; the incentive must be one that tends toward high motives or the acquirement of knowledge will fail in its purpose.

It is necessary, therefore, to hold up before the pupil a definite object to be attained by him in the end and the better the training of the child at home, the higher may this object be placed. Skillfully hold up to the child the possibility of living in a sphere of sunshine and show him that such a life can be enjoyed only by those who feed the mind upon the very best of food and you have planted a seed that will soon throw out healthy roots which will become firmly fixed in the soil of a healthy mind, and from which, in after years, will be gathered a crop of wholesome fruit. As the mind expands it will natur-

ally partake of the character of the surroundings, and habits will be formed that will, in all probability, govern the after life.

Now we must act and act promptly. The child may acquire at this early age, if properly handled, a hatred of the common vices of the world, and if it can be shown that powerful men have attained to eminence through virtue alone, you will have bent the twig in the right direction, and in all the years to come that early principle will influence his life. We must inculcate in the minds of our pupils a love of good literature. Every school in the land should have a good library of useful and instructive books, for in them are very often the keys to eminence. What child is there who would not be benefitted by reading the autobiography of Franklin? What child is there who would not, after reading the lives of some of our eminent men, feel a desire to become like them in many respects? Create this desire, and the battle is won. Many of our most eminent men attribute their success in life to their desire to become eminent. Create an ambition and you have done a great thing for the pupil; and the teacher who is unable to create these desires should never be permitted to take charge of pupils for he works greater injury to them than does any other person with whom they may come in contact.

Teachers, it is our duty to fix the wandering lives of our pupils and give them direction for a life which has no definite aim is sure to be frittered away in empty and purposeless dreams. Listless triflers, "busy" idlers, purposeless busybodies are seen everywhere. A healthy, definite purpose is a remedy for a thousand ills which attend aimless lives. Discontent, dissatisfaction flee before a definite purpose. An aim takes the drudgery out of life, scatters doubts to the winds and clears up the gloomiest creeds. What we do without a purpose begrudgingly, with a purpose, becomes a delight, and no work is well done nor healthily done that is not enthusiastically done.

Mere energy is not enough; it must be concentrated on some steady purpose. Every town has its *unsuccessful* educated and talented men and women. But education is of no value, talent is worthless unless it can achieve

something. With proper training our pupils will acquire the ability to map out a course of action and follow it until the goal is reached. Some say this power will come after the pupil has left school, but I believe not, as a rule. It may be asked, how can a teacher accomplish this. I would answer by saying that no definite rule can be laid down; but let the teacher throw his whole soul into the work, study the minds of his pupils, work on psychological principles, and the desired result is assured. Now, when the teacher has done all this, the pupil will have acquired powers that will make him sure to win. The world will stand aside to let him pass. He will cut his way through difficulties and surmount obstacles, which dishearten others, as though they were but stepping stones.

His structure of correct *acquired* powers has been erected on the foundation of his natural powers, and the work is completed.

O. T. R. C. DEPARTMENT.

THE O. T. R. C.'S SPLENDID RECORD.

The editor of the MONTHLY has always been deeply interested in the O. T. R. C. because of the conviction that the teacher is the most important factor in any school and that any work, which helps to make

the teacher more efficient, must necessarily make the school better. As state commissioner of schools it was deemed a great privilege to serve as state secretary of the O. T. R. C. and to urge upon the teachers in the county institutes and other edu-

cational meetings the importance of systematic reading and study.

Very few people realize the vast amount of work which has been done by the Board of Control of the O. T. R. C. each year since its organization in 1883. This work has been done with the utmost care and in the most unselfish manner. In order that our readers may have some conception of its extent and importance, and also that a complete list of the books required to be read since the foundation of the circle may be preserved in convenient form for reference in the MONTHLY, the following list from the O. T. R. C. Bulletin is published. No better list can be recommended for study to teachers, experienced or inexperienced:

O. T. R. C. READING, 1883—1904.

Of late years it has been a custom to name two books in certain of the lines of reading between which a choice is made but both books are of course given here.

PEDAGOGY:—Hailman's History of Pedagogy, Krusi's Pestalozzi, Quick's Educational Reformers, Currie's Common School Education, Calderwood on Teaching, Payne's Lectures on the Science and Art of Education, Sully's Teacher's Hand-book of Psychology, White's Elements of Pedagogy, Compayre's Lectures on Teaching, Fitch's Lectures on Teaching, Page's Theory and Practice of Teaching, Gordy's Lessons in Psy-

chology, Rooper's Apperception, Seeley's Duty, Thring's Theory and Practice of Teaching, White's School Management, McMurray's General Methods, Tompkins's Philosophy of Teaching, De Garmo's Herbart and the Herbartians, Halleck's Psychology and Psychic Culture, Tompkins's School Management, Fitch's The Arnolds, Halleck's Education of the Central Nervous System, Hinsdale's Teaching the Language Arts, Putnam's Manual of Pedagogics, James's Talks to Teachers on Psychology, Roark's Method in Education, Schaeffer's Thinking and Learning to Think, Scott's Organic Education, Thorndike's The Human Nature study Club, White's The Art of Teaching, Judd's Genetic Psychology, Hinsdale's Art of Study.

LITERATURE:—Longfellow, Whittier, Lowell, Shakespeare's Julius Cæsar, Richard III, Merchant of Venice, Hamlet, As You Like It, Henry VIII, Henry IV, Macbeth, Winter's Tale, Lear, Midsummer Night's Dream, The Tempest, Coriolanus, Twelfth Night, Richard II, Henry V, Henry VI, Part I; Irving's Sketch Book, Scott's Ivanhoe, Tennyson's The Princess, Selections from Wordsworth, Hawthorne's Twice Told Tales, Irving's Knickerbocker, Macaulay's Warren Hastings, Addison and Milton, Thackeray's Henry Esmond, Carlyle's Essay on Burns, Hawthorne's Marble Faun, House of Seven Gables, Dickens's

Hard Times, Howells's *A Boy's Town*, Roger de Coverley Papers, Emerson's *American Scholar*, Eliot's *Adam Bede*, Bacon's *Essays*, E. C. Series No. 3, Burroughs's *Riverby*, Matthews's *Introduction to American Literature*, Selections from Burns's *Poems*, Coleridge's *The Rime of the Ancient Mariner*, Lowell's *The Vision of Sir Launfal*, Burke's *Conciliation*, Burns's *Story of Shakespeare's English Kings*, Bates's *The Study of Literature*, Sherman's *What Is Shakespeare?*, Burns's *How to Teach Reading and Composition*, *Some Unsettling Lights of English Literature*, Clark's *How To Teach Reading*.

HISTORY:—American History — Discovery, Early Settlement, the Revolution, the Constitutional Period to the Present, Barnes's or Thalheimer's *General History*, Old South Leaflets, Washington and His Country by Irving and Fiske, *The Week's Current*, Life of Thomas Jefferson, Life of John Quincy Adams, *With the Admiral of the Ocean Sea*, Johnston's *History of American Politics*, Fiske's *Civil Government*, Macaulay's *Second Essay on Chatham*, Webster's *First Bunker Hill Oration*, Gordy's *History of Political Parties in the United States*, Webster's *Adams and Jefferson*, Hinsdale's *American Government*, *Cyclopedic Review of Current History*, *The Pathfinder*, Hart's *Foundation of the Union*, Curtis's *United States and Foreign Powers*, Judson's *Europe in the*

Nineteenth Century, Oman's *England in the Nineteenth Century*, *Current History*, Sparks's *Expansion of the American People*, Mathews's *The French Revolution*, *The Little Chronicle*, Wright's *Industrial Evolution of the United States*, Hosmer's *A Short History of the Mississippi Valley*, Fiske's *Critical Period of American History*, Nicolay's *Abraham Lincoln*.

SCIENCE AND NATURE AND ART:

—Gray's *How Plants Grow*, Keyser's *In Bird Land*, Shaler's *First Book in Geology*, Shaler's *Story of Our Continent*, *Our Friends the Birds*, Davis's *Physical Geography*, Lange's *Handbook of Nature Study*, Burroughs's *Signs and Seasons*, Howe's *The Study of the Sky*, Long's *Ways of Wood Folk and Wilderness Ways*, Scott's *Nature Study and the Child*, Emery's *How to Enjoy Pictures*, Hodge's *Nature Study and Life*, *School Sanitation and Decoration*.

On the second Saturday of May, the Board of Control will meet to receive the report of Secretary Burns for the past year and to adopt books for the coming year. The report of this important meeting will be published in the MONTHLY for June and the Outline of Work for each month of the coming year, together with questions on the different books to help the teachers in their reading and study, will appear each month.

We are glad to know that the O. T. R. C. Department, which was

originated by the MONTHLY in 1895 and which has been one of its most prominent features since that time, has been appreciated by all and it is our earnest purpose to continue to make it helpful to the members of the O. T. R. C. To this end we solicit the suggestions, cooperation, and help of all the friends of the O. T. R. C. throughout the state.

FLORIDA NOTES FROM AN INTERMITTENT DIARY.

By J. J. Burns.

December 12, '03.

Snow three inches deep and a cold rain falling is a brief description of nature's not very kindly aspect as we turn our faces from lands of snows to lands of sun.

December 18, '03.

At Thomasville we stopped a night and two half-days. In the morning we rode out four miles from the city and viewed the principalities belonging to some of the money kings of Ohio, and it was borne in upon me that the earth is rapidly becoming the lords'. However, we enjoyed the ride and did not envy these people very much.

Jacksonville was as bustling and the St. John as majestic as ever. It never appears to me that I have entered the real south till I have passed Jacksonville, and the cabbage palmettoes, magnolias, live oaks, water oaks, an occasional turpentine still, here and there a strug-

gling orange grove, abundant patches of water hyacinths, slip into sight. We are now for a short time in our home of last winter, meet friendly faces and have a little open fire place for times of need; that is, we're at Orlando.

ORLANDO, FLORIDA,

December 21, '03.

I have just come in from a stroll in the course of which I saw the largest mass of grape fruit I ever saw hanging from one tree. On a limb not over half the size of my wrist there were over forty samples of this noble fruit. The frost last night did no injury except to set the northern immigrants a grumbling. There was a short shower yesterday afternoon but the sky soon cleared and the afterglow was very beautiful, with the new moon, a dainty little lunar boat, floating in the midst.

We found our way, yesterday, to the Presbyterian church which we attended last winter while here. It was a Christmas discourse; the text—"His name shall be called Wonderful;" and the proof was drawn from writers of the time before the Christian era and from the recorded sayings of certain men whom the world calls "infidel—Rousseau, Renan, Napoleon, Carlyle, and others. I had a pretty fair diagram of the sermon in my mind, but unfortunately I heard another, in the evening; and by some mnemonic chemistry the sec-

and removed the first; and without taking its place. Sometimes it works that way.

December 25, '03.

Christmas, but not in "the winter wild" of Milton's immortal hymn; the mercury peeping at 80 deg. in the shade.

We had agreed to attend the Catholic church at seven o'clock, so at my door at 6:30, gently there came a tapping, and we were soon out in the delightful early air. Along one fine yard "it was roses, roses all the way." The part of the exercise which bore a pleasant message to my intelligence was the priest's interpretation of the angel's blessing, "and on earth peace to men, and good will!"

At 11 o'clock we were seated in the "Cathedral of St. Luke," which being interpreted, means the Episcopalian. Here we heard a sermon by Bishop Gray, bishop of southern Florida. The speaker is tremendously in earnest and his preaching sounds more like a full blooded Methodist's. Is the second coming of Christ an article of his church's creed? The bishop gave it to us with the emphasis of certainty.

Otherwise the day was a veritable Fourth of July, and I caught myself so calling it. The boys were firing crackers and torpedoes. From the tower of the court house the American flag was flying; also from other public buildings. Our English neighbor on the north

floated the Cross of St. George, but they say his stripes on the immortal Fourth are parallel, like those of his Yankee neighbors.

Late in the afternoon, a hard rain-storm came suddenly up; "o'er-came us like a summer cloud," and poured, and poured.

TAMPA, FLORIDA,
December 31, '03.

Things around here wear a very Cuban or Spanish aspect, and my fumigating friends would eye with pleasure a delivery wagon bearing the legend: "Fabrica Tabaca and Cigarros."

The Tampa Bay Hotel with its extensive grounds is well worth a morning's loitering. One live oak on the river side of the building is a wonder. About twelve feet from the ground, the great trunk sends out ten branches which shade fifty to sixty feet on all sides. In various sheltering nooks and coigns of vantage ferns are growing. Hugging close to the bole and continuing its clamber up one of the limbs is a *philodendron*, or, in English, tree lover; further north, a small greenhouse inhabitant.

Other tramps may be used to it or blind to it, but the going down of old Sol this last time in nineteen three was to my eye the strangest it ever saw. As he neared the horizon he took the shape of a huge balloon; soon he was a giant mushroom with well defined stem and

cup; then, a table with rather indefinite legs; last scene of all, that ends this strange, eventful mystery, a hat, large enough and glorious enough for Jove himself.

January 1, 1904.

One night in a hotel, then we took possession of a small cottage within two minutes' walk of the Bay, with electric lights and other conveniences, but no superfluity of room. Some things "contrive a double debt to pay."

The most interesting acquaintance I made this afternoon is the brown pelican, a brown and white bird, mainly wings and pouch. Of the dozen doing business near the dock, some rested on the water apparently idle as a painted duck upon a painted duck-pond, head high and the capacious pouch just reaching the water; others would give a series of flaps with broad long wings, then take a sail, almost skimming the surface; then, rising, from perhaps twenty feet each would dart vertically downward, almost disappear, right himself into a sitting posture just as he gulps a fish. "Gulps" is the very word.

January 10, 1904.

Disston City is two miles south, then four west, on the west side of the peninsula, and on the shore of Bocacita Bay. Over the bay is Long Key, and across the narrow key is the Gulf of Mexico, and the

opening between Long Key and Cabbage Key is Pass-a-Grille.

We—our club of two—walked to Disston and back this day, spending four hours there. This sad little city was to have grown up to its name, but man proposes, railroads dispose. In the woods we found and visited a little school.

A reading lesson was in progress. After this the schoolma'm did, as schoolma'ms sometimes do,—namely, proposed a song. How natural the scene! Here, right on the firing line, is the valiant leader who leaves no note untaken behind him; near the back window was the big girl, poor thing, who was late in starting and had not yet got the hang of the optional branches; near by was the boy who discountenanced the whole proceeding.

January 23.

This day's number I called "Before the Pilot House," on account of our position on a little freight boat during a round trip to the city of Tampa.

Port Tampa lies away to the left as the Mermaid pushes her course easterly. As an episode, let me say that the Port is not commonly visible from here, but that one evening not long before sunset a black cloud lay behind it, and the sun shone brightly upon it and seemed to lift it up like a great picture.

Our first errand was to the Havana-American Cigar Factory through which we were shown by a clerk

whose politeness was without blemish. I seldom indulge in statistics, but in a large, very large, room to which we were first conducted there were hundreds of men and women, of different nationalities and colors, busily at work. Division of labor is not carried far. Each workman makes the entire cigar, though the fine art of selecting the wrappers is left to a board of experts, who have a retired corner to themselves. Theirs is a task of great delicacy, the young Virginian said, and have pay according. Then there are many "work ladies," whose more skillful fingers put the little bands on the cigars and pack them ship-shape, in the boxes. Prices, three for a quarter and up to one for a quarter. The most important, or interesting, item is that while the work progressed, in that big room, a man stood near the center and read aloud — very aloud — the columns of a Spanish newspaper, "Diario De La Marina Edicion de la tarde, Inscripto como Correspondencia de segunda clase."

February 5.

Down at Pass-a-Grille, on the shore of Long Key, Egmont Light House in sight and the guns of the two forts in hearing, is a hotel, "Bonhomie" by name, and to it the people from about here, piscatorially inclined, go a-fishing. We spent two days and the glorious full-moon night on the Key. Here are

two or three quotations from the trip:

To a landsman the most novel sight was the behaviour of the porpoises. They are playful as kittens, and in their sport would hurl their huge bulk almost entirely out of the water. They would show a human curiosity as to the boat, coming close and inspecting the whirling screw. They would swim up in front of the bow and keep their place though making no apparent effort except the rapid up and down motion of their tails. The largest were surely from ten to twelve feet long.

A pleasant incident of the afternoon—if a walk is an incident, and about this I have doubt—was a stroll along the gulf beach full three miles and back; at the terminus climbing the ridge piled by the waves and standing at the head of the bayou which almost cuts the island in two. We found cactuses or "cacti," oh thou grammar man, in full fruitage under the protecting "fans" of cabbage palmettoes.

Just beyond the reach of the waves the shells were lying in vast numbers and great variety; and sponges of little use commercially, but of curious shapes. We carried off a Neptune's cap. It was really pathetic to see the conchs trying, often successfully, to free themselves from the sand in which the waves had buried them and slowly dragging their shells toward their

infinite mother, the bright blue sea, seldom reaching it, alas! How like the life of man!

In a well-forgotten textbook I had read that some kinds of shell-clad animals can and do climb

trees. Now I know that is true, for I gathered a handful of such critters from the limbs of the mangrove; and to-day one of them climbed up the casing of one of our windows.

HELPS, HINTS, AND SUGGESTIONS.

CLASSIC LITERATURE IN ELEMENTARY EDUCATION.

By Rea McCain.

Every age in the history of the world has had its dominant theory in regard to the education of youth. Sparta taught only the civic duties and believed a man existed solely as a part of the state. Athens taught the beautiful and her sons were a noble race until she forgot that the impure can never be truly beautiful. The Puritan used only the utilitarian and reared a race stern, upright, hard, and narrow. Instances might be multiplied even up to the thousands of how each time and each people has worked out its own theory.

In recent years a few brave, strong men, headed by John Ruskin, have enunciated the doctrine that the beautiful is the good. Man is emotional. As his feelings turn so will his life. Surround him and fortify him with lofty examples and inspiring scenes and unconsciously he will imbibe the elixir and expand to his fullest possible

dimensions. To so much all will agree. The question remains, how can this theory of the useful and beautiful be applied in the country school? There is nothing very beautiful in the multiplication table yet it must be taught. Certainly nothing is more monotonous than the spelling of difficult words, yet this must be done. Undoubtedly all this should be gone through with and as thoroughly as possible. Do you ask where then will come the chance for the potent influence of inspiration? By means of classic literature.

This term of classic literature I use in its broadest sense to include the best of all that has been written whether in Greek or Latin German or English. The teacher of an ungraded school with her two or three dozen classes for every day, is probably appalled at the thought of attempting to add another branch. Do not add another study. Some day discard the time-honored language book with its trite tales of how Mary and Nellie

played in the woods, or how John helped his enemy and so conquered his dislike. These commonplace moralizing tales will never benefit any one.

In place of that tell the children some famous myth, how the baby Hercules strangled the serpents or how Midas changed everything he touched to gold. In this way you are taking no extra time. The pupils may write out the tale for the next day's language lesson and are certain to take a great deal more interest than they would in the stereotyped sentences of the book.

But why tell the story? For several reasons, first, the childish mind, indeed any mind, is more certainly interested if the narrative proceed without pause or glance at a book; in the second place, the legends as told in Mythologies are not interesting to pupils and the majority of the children's books containing these tales are despicable.

In using these works of great authors we need only care for two points, that the outline of the narrative be kept intact and that the particulars supplied be true to the spirit of the original. A natural inquiry would be, "What stories are easily obtained and suitable for district school use?" Any of the myths of Greece and Rome or the Norse legends are absolutely satisfactory. Short events from history, English or European or An-

cient, may be used. So long as the theme is noble and famous, one can not go far astray.

Suppose for a moment that the story chosen is "Arachne and Minerva," which has been much used. If the teacher is accustomed to this work she may be able to proceed at once with the narration. If, however, it is a new attempt an outline should first be formed. A few topic sentences like the following are most useful:

Arachne boasts of her weaving.

Challenges Minerva.

Is rebuked by goddess.

Insists upon contest.

Makes the effort.

Is punished.

With this outline in mind, not on a piece of paper, let the teacher stand before the pupils and as vividly as possible tell the tale. Remember that throwing a discourse into the dialogue form always adds to the reality. The majority of the children after once hearing the myth, will be able to reproduce it effectively. Childhood demands stories. The mind is full of the fairy tales and never forgets Mother Goose. The acceptance of Arthur and his Knights is quite as eager as that of Sinbad the Sailor. While romantic legends are seized with avidity is the time to supply them. The busy student of literature in later years has little time to look for references in Dictionary and Encyclopedia but the little child will muse delight-

edly over all the tales which so bewilder the unfortunate one who has not heard of them till he reaches manhood's estate.

Teachers without special training are apt themselves to be sadly deficient in these matters. For them the extra work may be burdensome at first but will soon prove delightful. The shorter tales from Mythologies may be gleaned in a few moments. The best, for the novice are the Labors of Hercules. The teacher who has already used these plans for language lessons is ready for something broader. Now set aside some definite time in the week, perhaps the last ten minutes on Wednesdays and Fridays, as a Story Time. Take something in which all the members of the school can be interested. The Fall of Troy, Beowulf, the Nibelungenlied, the Idyls of the King, each and all prove themselves perfectly suited to the need. We will suppose the story chosen is that of Arthur and his Knights. The first point to be determined is the authority to consult. Malory's *Morte d'Arthur* is good but best of all stands Tennyson. Take, then, the *Idyls of the King*. If you know nothing of the Age of Chivalry go to the best Encyclopedia or General History you can find and read everything on the subject. Now return to the story. At a glance it can be seen that many ten min-

ute periods will be necessary to relate it. Having determined how many separate stories can be made of it prepare an outline for each. Every portion should be an episode in itself and yet they should be so arranged as to form a well-articulated whole. For this sort of story telling an epic poem is preferable as the various deeds are easily separated.

In preparing for the work use accounts of acknowledged literary merit. One's style is unconsciously influenced by the sources from which the knowledge is obtained and the teacher can not afford to use trite or commonplace phraseology.

Another great aid in interpreting literature is a copy of a beautiful picture. A long and exhaustive discussion of armor will never impress a child as will Watts's *Sir Galahad*. Sir Frederick Leighton's *Helen of Troy* will leave an indelible image of the flowing Greek drapery. For a cent apiece copies of hundreds of noted paintings can be procured, each with its unconscious message, to the heart of a child. While pupils are young tell them of the true and the beautiful and when they are older they will know of the hidden treasures of the mind and be prepared to rear upon this basis a firm structure of culture and power.

ARITHMETIC.

By Prof. Edson M. Mills, Department of Mathematics, Ohio State Normal School, Ohio University.

1. Divide \$290 between A and B, aged respectively 15 and 19 years, so that their parts placed on simple interest at 10%, shall amount to sums as 3 to 5, when each shall reach the age of 21 years.

SOLUTION.

$21-15=6$, number of years for which the younger son's part must be loaned.

$21-19=2$, number of years for which the older son's part must be loaned.

The amount of \$1 for 6 years at 10%=\$1.60, and the amount of \$1 for 2 years at 10%=\$1.20.

∴ The sum loaned for the younger son = $\frac{1}{1.6}$ or $\frac{5}{8}$ of the amount he received when he became 21 years of age, and the sum loaned for the older son = $\frac{1}{1.2}$ or $\frac{5}{6}$ of the amount he would receive upon reaching the age of 21 years.

Let 72% = amount the younger son would receive at the age of 21, and

120% = amount the older son would receive at that age.

∴ $\frac{5}{8}$ of 72% = 45%, amount loaned for the younger son, and

$\frac{5}{6}$ of 120% = 100%, amount loaned for the older son.

45% + 100% = 145%, amount loaned for both sons.

∴ 145% = \$290,

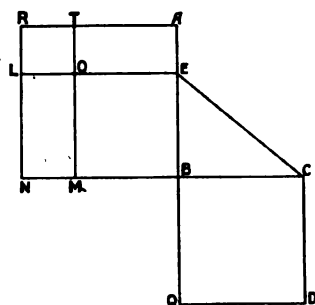
1% = \$2,

45% = \$90, amount loaned for younger son, and

100% = \$200, amount loaned for older son.

NOTE. The denominators of the fractions $\frac{5}{8}$ and $\frac{5}{6}$, have for their L. C. M., 24. The ratio numbers 3 and 5 suggest that $3 \times 24\%$ and $5 \times 24\%$ or 72% and 120% be used to represent the respective amounts the boys would receive at the age of 21 years.

2. A ladder of certain height stands close against a perpendicular wall, and just reaches to the top of the wall. But when the ladder is drawn out 30 feet at the bottom, it comes down 10 feet at the top. Find length of ladder.



SOLUTION.

Let A B be the perpendicular wall of the building, and A the point to which the ladder reaches when it stands close up against the side of the building. Let E C be the position of the ladder when drawn out 30 feet at the bottom.

Then A B=E C; and it follows, therefore, that the square A B N R is equivalent to a square upon the

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chology, Rooper's *Apperception*, Seeley's *Duty*, Thring's *Theory and Practice of Teaching*, White's *School Management*, McMurray's *General Methods*, Tompkins's *Philosophy of Teaching*, De Garmo's *Herbart and the Herbartians*, Halleck's *Psychology and Psychic Culture*, Tompkins's *School Management*, Fitch's *The Arnolds*, Halleck's *Education of the Central Nervous System*, Hinsdale's *Teaching the Language Arts*, Putnam's *Manual of Pedagogics*, James's *Talks to Teachers on Psychology*, Roark's *Method in Education*, Schaeffer's *Thinking and Learning to Think*, Scott's *Organic Education*, Thorndike's *The Human Nature study Club*, White's *The Art of Teaching*, Judd's *Genetic Psychology*, Hinsdale's *Art of Study*.

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Nineteenth Century, Oman's *England in the Nineteenth Century*, *Current History*, Sparks's *Expansion of the American People*, Mathews's *The French Revolution*, *The Little Chronicle*, Wright's *Industrial Evolution of the United States*, Hosmer's *A Short History of the Mississippi Valley*, Fiske's *Critical Period of American History*, Nicolay's *Abraham Lincoln*.

SCIENCE AND NATURE AND ART:—Gray's *How Plants Grow*, Keyser's *In Bird Land*, Shaler's *First Book in Geology*, Shaler's *Story of Our Continent*, *Our Friends the Birds*, Davis's *Physical Geography*, Lange's *Handbook of Nature Study*, Burroughs's *Signs and Seasons*, Howe's *The Study of the Sky*, Long's *Ways of Wood Folk and Wilderness Ways*, Scott's *Nature Study and the Child*, Emery's *How to Enjoy Pictures*, Hodge's *Nature Study and Life*, *School Sanitation and Decoration*.

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chology, Rooper's Apperception, Seeley's Duty, Thring's Theory and Practice of Teaching, White's School Management, McMurray's General Methods, Tompkins's Philosophy of Teaching, De Garmo's Herbart and the Herbartians, Halleck's Psychology and Psychic Culture, Tompkins's School Management, Fitch's The Arnolds, Halleck's Education of the Central Nervous System, Hinsdale's Teaching the Language Arts, Putnam's Manual of Pedagogics, James's Talks to Teachers on Psychology, Roark's Method in Education, Schaeffer's Thinking and Learning to Think, Scott's Organic Education, Thorndike's The Human Nature study Club, White's The Art of Teaching, Judd's Genetic Psychology, Hinsdale's Art of Study.

LITERATURE:—Longfellow, Whittier, Lowell, Shakespeare's Julius Cæsar, Richard III, Merchant of Venice, Hamlet, As You Like It, Henry VIII, Henry IV, Macbeth, Winter's Tale, Lear, Midsummer Night's Dream, The Tempest, Coriolanus, Twelfth Night, Richard II, Henry V, Henry VI, Part I; Irving's Sketch Book, Scott's Ivanhoe, Tennyson's The Princess, Selections from Wordsworth, Hawthorne's Twice Told Tales, Irving's Knickerbocker, Macaulay's Warren Hastings, Addison and Milton, Thackeray's Henry Esmond, Carlyle's Essay on Burns, Hawthorne's Marble Faun, House of Seven Gables, Dickens's

Hard Times, Howells's *A Boy's Town*, Roger de Coverley Papers, Emerson's *American Scholar*, Eliot's *Adam Bede*, Bacon's *Essays*, E. C. Series No. 3, Burroughs's *Riverby*, Matthews's *Introduction to American Literature*, Selections from Burns's *Poems*, Coleridge's *The Rime of the Ancient Mariner*, Lowell's *The Vision of Sir Launfal*, Burke's *Conciliation*, Burns's *Story of Shakespeare's English Kings*, Bates's *The Study of Literature*, Sherman's *What Is Shakespeare?*, Burns's *How to Teach Reading and Composition*, *Some Unsettling Lights of English Literature*, Clark's *How To Teach Reading*.

HISTORY:—American History—Discovery, Early Settlement, the Revolution, the Constitutional Period to the Present, Barnes's or Thalheimer's *General History*, *Old South Leaflets*, *Washington and His Country* by Irving and Fiske, *The Week's Current*, *Life of Thomas Jefferson*, *Life of John Quincy Adams*, *With the Admiral of the Ocean Sea*, Johnston's *History of American Politics*, Fiske's *Civil Government*, Macaulay's *Second Essay on Chatham*, Webster's *First Bunker Hill Oration*, Gordy's *History of Political Parties in the United States*, Webster's *Adams and Jefferson*, Hinsdale's *American Government*, *Cyclopedic Review of Current History*, *The Pathfinder*, Hart's *Foundation of the Union*, Curtis's *United States and Foreign Powers*, Judson's *Europe in the*

Nineteenth Century, Oman's *England in the Nineteenth Century*, *Current History*, Sparks's *Expansion of the American People*, Mathews's *The French Revolution*, *The Little Chronicle*, Wright's *Industrial Evolution of the United States*, Hosmer's *A Short History of the Mississippi Valley*, Fiske's *Critical Period of American History*, Nicolay's *Abraham Lincoln*.

SCIENCE AND NATURE AND ART:

—Gray's *How Plants Grow*, Keyser's *In Bird Land*, Shaler's *First Book in Geology*, Shaler's *Story of Our Continent*, *Our Friends the Birds*, Davis's *Physical Geography*, Lange's *Handbook of Nature Study*, Burroughs's *Signs and Seasons*, Howe's *The Study of the Sky*, Long's *Ways of Wood Folk and Wilderness Ways*, Scott's *Nature Study and the Child*, Emery's *How to Enjoy Pictures*, Hodge's *Nature Study and Life*, *School Sanitation and Decoration*.

On the second Saturday of May, the Board of Control will meet to receive the report of Secretary Burns for the past year and to adopt books for the coming year. The report of this important meeting will be published in the *MONTHLY* for June and the *Outline of Work* for each month of the coming year, together with questions on the different books to help the teachers in their reading and study, will appear each month.

We are glad to know that the O. T. R. C. Department, which was

of actual conditions which are far from ideal and that it is far better to work even in an imperfect way to improve these conditions than to waste our entire time in telling others what might have been or ought to be. In this connection the words of the late Thomas B. Reed quoted from his excellent article on "The Life of a Congressman" are worth most careful consideration:

"Where things are done in the mind only, the best can always be done; where things are done in a world full of conflicts and opposing opinions, results fall far short of the ideal best."

ON the eve of his departure for Europe the editor received letters, too numerous to mention, from friends in all sections of the country, relative to his behavior on both land and sea. The words of friendship and good cheer will serve as an excellent tonic and the weight of advice is sufficient for ballast to any vessel. These letters are written in English, Spanish, Greek, Latin, and German, and the illustrations in some of them are of such a character as to indicate that drawing and painting are quite prominent in the work of the public schools. Taken together they will make a highly prized volume for which we hereby express our grateful appreciation.

AFTER attending about three

hundred high school commencements, the editor is still old foggy enough to express the hope that as a rule the high schools of the state will continue to hold to the old-fashioned commencement exercises in which the boy and girl graduates will be the chief actors. To make such exercises beneficial and sensible it is necessary to keep constantly in mind that the members of the senior classes are *boys* and *girls*—not men and women—and as such need the tactful direction of sane teachers at all times, but at no time in a larger degree than in the preparation and execution of the commencement program. "The superfluous belligerency of youth," to quote one of the suggestive phrases of the late Dr. John Fiske in describing the manner in which, in his earlier years, he "attacked sundry statements of Huxley with quite unnecessary warmth," needs to be not only guided at all times, but sometimes called to a sudden halt.

Petitions and demands that boards of education, superintendents, and high school principals do thus and so to please the notions of children who are not yet old enough to be up, with safety to their physical, mental, and moral needs, after 9:00 p. m., are as a rule, worthy of very little consideration. It pays to keep the school atmosphere cleared up by having it understood at all times that school authorities, and not children,

must determine the general policy of the school administration including the character of the commencement exercises. Unfortunately for all concerned too many extras, including "receptions," and other closely related nonsense, have in recent years, been allowed to become too important a feature of the closing exercises of the public schools in many places and as a result the real value of the commencement is lost sight of, and a burden is placed upon the financially poorer members of the class, who are frequently the leaders in scholarship, which they ought not to be called upon to bear. Commencement week should not be one continuous "society event" as one is led to believe it sometimes is from the Commencement Announcement which is issued. At the risk of being taken off of the "calling list" of some of the "finishing" schools of the higher (?) class we insist that the public schools, including the high schools, find their greatest opportunity in serving all the people including the poorest, and that in this service simplicity and thoroughness, which are usually closely related, should be the chief factors.

SUPT. J. H. SNYDER,

Appointed Chief Clerk by School Commissioner-Elect Jones.

We congratulate the educational interests of Ohio as well as State School Commissioner-elect Jones,

upon the selection of Supt. J. H. Snyder, of Martins Ferry, for the position of chief clerk in the commissioner's office. He is most admirably fitted for the place in every way, and will be of great service to Commissioner Jones and the schools of the state.

Supt. Snyder worked his way through Ohio Central College by



J. H. SNYDER, MARTIN'S FERRY.

teaching school in the country and later on received the A. M. degree from Heidelberg University, Tiffin. For a number of years he was principal of the Crestline high school and from 1884 to 1890 was superintendent at Mt. Gilead. In 1890 he was called to the superintendency of the Tiffin city schools where he served most acceptably

for ten years when he was compelled to ask for a release, which was reluctantly granted several months after the request was made, to enable him to accompany Mrs. Snyder to New York city in what proved to be a hopeless search for relief in her declining health.

In 1902 he was elected to the superintendency at both Wilkinsburg, Pa., and Martins Ferry, O. Preferring to remain in his native state, he accepted the latter position which he is now filling with great success.

In 1886 he passed the state examination and received a life certificate. He is one of the most active members of the State Teachers' Association and has served as a member of its executive committee.

His clean, Christian character commands the respect of all who know him; his pleasing manner and social characteristics make him a most agreeable man to meet. His sound sense, practical education, and successful experience enable him to act with promptness and safety when called upon to decide what is best—in all particulars, morally, educationally, and socially, he is thoroughly qualified for the duties he will assume on the second Monday of next July.

THE DR. WILLIAM HARRIS PORTRAIT.
A Remarkable Offer to Ohio Teachers and Schools.

Editor Bruce of *The American School Board Journal* has recently reproduced the \$1,000 oil painting of Dr. William T. Harris, United States Commissioner of Education. This painting by the famous German artist, Herr Robert Schade, is a most remarkable life-like production and the reproduction with the color-stone process, requiring twelve distinct printings, has brought out all the characteristics of the original including every shade and color.

**HOME, OFFICE, OR SCHOOLROOM
 DECORATION.**

The deep and rich coloring of the canvas makes the picture an attractive ornament aside from the fact that the subject itself makes it an appropriate one. In the home as well as the office or schoolroom, its presence on the walls is a constant tribute to the cause of education, and lends dignity to its surroundings.

The size of the portrait proper is 17x21 inches with a blank margin of two inches, making the whole 21x25 inches, most suitable for framing purposes. The surface is so roughened as to give it the canvas effect.

IN order to enable the teachers of Ohio and their friends to secure this portrait, which is usually quoted by supply houses at from \$5.00 to \$10.00, we have made arrangements with Mr. Bruce by means of which we can make the following

REMARKABLE PROPOSITION.

This offer, *which holds good till July 1, 1904, for both renewals and new subscribers*, has probably never been equalled for liberality. We will send:

Ohio Educational Monthly, 1 year, \$1.00; American School Board Journal, 1 year, \$1.00; Dr. William Harris' Portrait, \$5.00; total, \$7.00.

\$7.00 WORTH — ALL FOR \$2.00.

CASH MUST ACCOMPANY EACH ORDER AND REMEMBER THE OFFER HOLDS GOOD ONLY TILL JULY 1, 1904.

The editor is happy to complete the arrangements for making this proposition just as he is leaving for his European trip and it is hoped that all the readers of the MONTHLY will take advantage of it and secure this splendid portrait of our honored Commissioner of Education practically free, as the \$2.00 simply pay for the subscription to the MONTHLY and *American School Board Journal* at the regular subscription. If our subscribers will send us names of teachers who will be interested in

this offer, the favor will be greatly appreciated.

All orders should be sent to O. T. Corson, editor OHIO EDUCATIONAL MONTHLY, Columbus, O.

EDUCATIONAL NEWS.

—Supt. E. A. Jones gave a notable address at the Board of Trade banquet in Massillon on March 10, clearly and cogently setting forth some of the duties and privileges of that body looking toward improving and beautifying the city. The Massillon press gave the address high praise.

—Batavia witnessed a great outpouring of teachers on March 12th to attend the joint session of Clermont and Brown counties. A strong programme was rendered. Lee Fitzpatrick spoke on "Music in the Public Schools," Miss Jessie Hannah on "History in the Grades," Supt. A. L. Beck on "The School Code," Prin. John L. Thalman on "The Value of an Education," Supt. S. L. Turnipseed on "Minimum Salary *versus* Method," Supt. Hanselman on "Some Urgent Needs of the Public Schools," Mrs. Richards of Oxford on "The Teaching of English," and Dr. Stevenson of Delaware on "Types and Hopes of American Democracy." All these addresses were received with great favor.

—Steele High School, Dayton, has arranged for a joint debate with:

Shortridge High School, Indianapolis, to be held next term. The Steele people have developed great strength as debaters.

— Prof. Edson M. Mills will do institute work in Adams, Sandusky, Athens, Vinton and Ashland counties in the season of 1904.

— Prof. Nathaniel Butler of Chicago University, lectured on the subject "On the Uses of Literature" before the Northwestern Ohio round table meeting at Fostoria April 1. The regular programme consisted of ninety-four topics for discussion. The officers are Presd't, Supt. R. W. Mitchell, Defiance; Vice Presd't, Supt. W. H. Yant, Paulding; Secy., Mrs. Kate Jamison, Perrysburg; Ex.-Com., Supt. W. S. Robinson, Fostoria; Supt. N. E. Hutchinson, Napoleon; Prin. H. N. Morton, Urbana.

— The Lawrence County Teachers' Association held its quarterly session March 12 at Coal Grove. Interesting papers were read by J. D. Pancake and Lizzie Remy of Ironton, and E. D. Taylor of Hanging Rock. The "Bird and Bee Man," Col. Isaac W. Brown of Indiana, gave a very valuable address on his specialty. Supt. Humphrey had him employed to lecture three days in the public schools of Ironton.

— Supt. J. M. Davis of Williamsport, has had a good year both for himself and the schools. School

affairs are on the up grade in that town.

— We are in receipt of a postal card from a firm in Tiffin stating that they are "in the business of furnishing outlines and materials for high school orations, essays and debates." We are not needing anything in this line at present, but shall file the card, along with other material we are collecting under the head of "Depravity."

— The Four Track News will soon publish an illustrated article on "Where Sheridan was a Boy," written by Supt. C. L. Martzoff, New Lexington.

— E. P. Durrant, formerly superintendent at Sunbury, will graduate from Otterbein University in June and resume the work of teaching. He has done special work in Science, and is also well equipped in History, Latin and English.

— E. E. McCaslin orders the MONTHLY changed from New York to St. Louis, where he now presides over the destinies of twenty-two teachers and more than eleven hundred pupils. Our best wishes follow him.

— The Marietta College Summer School has a feast in store for its patrons. Besides regular work in common and higher branches there will be a model school by Miss Anna B. Thomas of the California, Pa., State Normal School, a class in Music by Prof. James Bird, Su-

pervisor of Music in the Marietta schools, and special work by three of the teachers from the Francis W. Parker School of Chicago. Miss Flora Cooke will instruct in methods, and conduct open conferences; Mr. Ira M. Carley will give instruction in Manual Training; and Mr. Ira B. Myers will have charge of the work in Science. The school continues from June 13th to July 23d.

— We thank the Commissioner of Education of Porto Rico, Samuel McCune Lindsay, for a copy of his report for the past year. It is full of interest and shows admirably what has been done in a short time under efficient leadership.

— The Whitaker & Ray Company of San Francisco, are publishing some very interesting booklets to aid in the teaching of literary master-pieces, notably *Snow Bound*, *Evangeline*, *Merchant of Venice*, and *The Vision of Sir Launfal*.

— The "Gateway Series" of Classics published by the American Book Co. and edited by Dr. Henry Van Dyke must appeal to every lover of a beautiful book. Three have been issued thus far — *Essay on Burns*, *Essay on Milton*, and *The Merchant of Venice*. We give the "glad hand" to this attractive series.

— Teachers interested in basket weaving should examine "Practical

and Artistic Basketry" published by E. L. Kellogg & Co., New York.

— The Fayette Association met at Jeffersonville March 19, finding that Supt. O. G. Hershey ably assisted by Mr. Ladd, Mr. Bell, and Miss Allen had provided a good program. An elaborate school exhibit, choruses by school children, a model lesson in reading by first grade children, and a drill by pupils of the first and second grade together with a violin solo most artistically rendered by Miss Pauline Watson and a beautiful song by a quartette of girls—all these were given by local people. A round table discussion was participated in by O. R. Ladd, H. D. Chafin, Miss Olive Manning, Supt. E. L. Mendenhall, and C. R. Marshall. Supt. C. A. Wilson of Milford, gave an address crowded full of good things on "Neglected Essentials," and F. B. Pearson spoke on "The Drama of Job." Supt. Hershey presided. The town hall was well filled with teachers and citizens and it was evident that educational sentiment is at high tide.

— A man who is qualified to judge says that the best expression work in reading he has heard in any second grade in Ohio was in the room of Miss Olive Manning, Washington C. H.

— The following Ohio men took part in the program of the Michigan Schoolmasters' Club at Ypsi-

lanti, March 31, April 1, 2: President Henry C. King, Oberlin; Daniel W. Lothman, Cleveland; Prof. Samuel B. Platner, Cleveland; C. M. Bronson, Toledo; Prof. Walter D. Hadzits, Springfield; William P. Holt, Toledo, and F. B. Pearson, Columbus.

— Prin. H. D. Chafin, of Sunnyside school, Washington C. H., was elected auditor of Fayette county last November and will enter upon the duties of the position next fall. He is one of the most progressive and effective school men in the state and it seems a thousand pities that Ohio is willing to pay him more to look after her accounts than to supervise the education of her children.

— The Portland (Maine) Summer School will provide a richer program next summer than ever before and happy the student or teacher who can take advantage of this program. The school opens July 11 and closes August 19.

— The summer term at Valparaiso, Ind., will open June 7 and continue ten weeks and teachers who are contemplating summer work will do well to seek further information from President H. B. Brown.

— Supt. E. M. Van Cleve, Steubenville, is revising the course of study by means of a series of grade meetings at which suggestions are sought and given that represent the

best thought of the entire teaching force.

— Supt. S. H. Layton, Gallipolis, had a Parents' Meeting on March 25th, with quite a number of ladies and gentlemen of the city on the program. There can be no doubt of the results of such meetings.

— At the regular meeting of the Columbus and Franklin county teachers, March 19th, Col. I. N. Brown gave his justly celebrated address on "Birds" and Dean H. G. Williams surpassed himself on the subject "The Ideal in Education." Both these addresses pleased the teachers greatly. The Cecilian Quartette added much to the pleasure of the meeting with their entrancing music.

— Supt. Bennett, of Piqua, has just issued a new course of study including a syllabus for the eight grades, which has been carefully worked out and gives many valuable suggestions for school work in general.

— Dr. Richard G. Boone, says: "The viciousness of the current system of promotion and examinations lies in the fact that they rest upon the measuring of one child by another by a more or less arbitrary standard; while in the process of education simple justice requires that each be measured by himself—his attainments and maturity at a later time compared with those at a former date."

— Dr. Wm. H. Maxwell had this to say at Atlanta: "Can a teacher do his best work when chill penury freezes the warm current of his soul? Teachers should not be wealthy, but they should have enough to travel and to mingle in good society, neither of which they can do on \$40 a month. They should be pensioned in old age, too."

— Massillon, Martins Ferry, Logan. Now, Gentlemen, let's all be careful of our department. Plums are palatable, to be sure, but let us concede to the Boards of Education the privilege of arranging the ladders for the picking.

— The prizes offered by the Hon. William C. Wadsworth for the best and second best kept district school grounds in New York state, outside of a city or an incorporated village, have been awarded. The first prize, \$100, goes to district No. 9, and the second, \$50, goes to district No. 12, in Brook Haven, both in Suffolk county.—*Ex.*

— W. W. Boyd conducted a party of teachers and their friends to Washington to spend the spring vacation, leaving Columbus March 25th.

— Supt. F. E. Pierpont has handed in his resignation to take effect at the end of the school year. This is a distinct loss to the profession and to Logan especially.

Mr. Pierpont is large every way, a man of broad, generous impulses, optimistic and energetic.

— Supt. H. M. Lowe, of Nevada, has been re-elected for another year with a substantial increase in salary.

— On March 18th at Coshocton the High School of Canal Dover came off victorious in a debate with Coshocton on the question, "Resolved, That the opposition of Labor Unions to the open shop is beneficial to the cause of labor as a whole." The judges were Supt. J. M. Garver Canton, Supt. E. E. Smock, Dresden, and Principal E. P. Childs, Newark.

— The third quarterly institute of Defiance County was held at College, Chapel, March 19, with a good attendance and lively discussion.

— Quite a number of the rural schools of Defiance county are advertising for teachers at the usual starvation wages.

— The Annual Institute for Defiance county is set for the week of August 22nd.

— Milford Township, Defiance County, has the best per cent. of pupils studying grammar in Northwestern Ohio.

— The Defiance Chautauqua will be held at Island Park, August 4-14.

—Defiance College is having the best year in its history.

—The Wyandot County Teachers' Association held its second quarterly session at Upper Sandusky March 19. It was well attended and a lively interest was manifest. In the forenoon the following round table topics were discussed:

(a) "What can be done to elevate the standard of teaching?"

(b) "Should there be a reform in spelling?"

(c) "Literary days in school."

(d) "County fair exhibit."

In the afternoon the following subjects were presented: "Teachers' Responsibilities," Supt. H. M. Lowe, Nevada, O.; "Russo-Japanese war," Principal H. B. Mullholand, Upper Sandusky; "Training of Teachers," Miss Logan, State Normal, Oxford, O. Music was furnished by Prof. R. T. Neilson and pupils of Upper Sandusky schools.

—Miami University has just issued an elegant illustrated booklet which gives many views of buildings and campus that will prove a welcome greeting to the students of other days and a winning call to those that are to come.

—Superintendent Cole of Huntington, W. Va., is to be congratulated upon the completion of such an elegant high school building. Twenty-six rooms with all the latest and best improvements will afford

opportunity for the kind of work that Supt. Cole knows so well how to do.

—The *History of Education* by Prof. E. L. Kemp, which has recently been published by J. B. Lippincott Co., Philadelphia, is as fascinating as a novel. In short it is a thoroughly readable book, and, at the same time, replete with just the sort of information suggested by the title. It is refreshing to read this book, so clear and so satisfying and to learn by the reading that a writer need not be turgid in order to be scholarly.

—The election of Supt. C. G. Pearse of Omaha to the superintendency of the Milwaukee schools is but a just recognition of his superb ability as a school man.

—The American Book Company has just issued another number in the Carpenter's Geographical Reader series which has met with such a hearty reception everywhere. This latest volume has for its title "Australia, Our Colonies, and Other Islands of the Sea." This has all the charm of its predecessors with many features that are just now most opportune. The illustrations are many and excellent. We are sure this book will become popular at once.

—"The New Hamlet" by Wm. Hawley Smith, published by Rand, McNally & Co., Chicago, appeals to every one who appreciates what is bright and sparkling. The Em-

poria High School discovered its merits when first published, a year ago, and used it as a class day performance scoring a great success. 'Tis just the sort of a tonic that makes life seem brighter. The teacher who can read it and not laugh needs a doctor.

JOHN E. TAYLOR will succeed Supt. C. L. Martzloff on the Board of Examiners in Perry county, August 31.

THE meeting at Niles on March 25 and 26 was unusually interesting, not only because of the excellence of the program, but also because the citizens of Niles seemed to think it worth while to attend the meetings and to show in this and other ways their appreciation of the teachers and their work. One special feature was an address by George L. Fordyce, a successful business man of Youngstown, on the subject "Birds." In an incidental way he has become an authority on this subject, and all were glad to hear him.

THE annual meeting of the National Educational Association to be held this summer at St. Louis, promises to be one of unusual interest and attractiveness.

The rates are to be one fare for the round trip with one dollar added. The time limit on the tickets purchased at this rate is thirty days. A cheaper rate is offered all such as may be willing to make the journey both ways in day coaches, the time limit being in such case seven days.

The dates selected are June 28-July 1, inclusive, and all are to be congratulated on the early date, as this renders greater the liability of pleasant weather.

The attraction of this meeting above all others is the educational exhibit, which we are told will far surpass anything of the kind yet attempted. Not only is it to be larger than others, housed as it is to be in a magnificent building of its own, but its scope is broader and nothing save many months of travel at home and abroad would give one such an idea of educational systems as a systematic inspection of these exhibits.

The headquarters of the Association are to be in the "Inside Inn," the only hotel that is located within the grounds of the Exposition. A reservation of 1,500 rooms has been made for members of the Association and a rate of \$2.50 a day will be charged.

A PLEA FOR MANUAL TRAINING.

By T. A. Edwards.

As a factor in public school work, the manual training idea is less than a quarter of a century old. Its development in that time has been wonderful. Where it has been tried, it is no longer looked upon as a fad and promises to be the solution of many educational problems which have long worried us. It has proven itself to be a better thing than was at first claimed for it. We cannot intelligently consider the subject of manual training without turning our attention to the physical organism of the child, of which brains, muscles, and

nerves form the most interesting part. A review of a few principles known to all students of Psychology, is necessary to the plan of this paper, as follows:

The brain is not a single organ acting as a whole, but an aggregation of organs each capable of more or less independent action. The senses are nature's ways of placing us in contact with the world around us and it is through them the mind must receive all its impressions. The child without the use of his eyes would not be more helpless than without the use of his hands. A person born a paralytic is as incapable of education as if born an idiot. On these facts, we base all we claim for manual training, believing that intellectual and manual development are parts of the same whole and should go together.

Our psychologists tell us that the motor senses are most active from the fourth to the fifteenth year, after which time, if not exercised, they become comparatively incapable of high manual efficiency. Also that acquisition of any new knowledge or manual skill renders active some part of the brain which was before inactive.

The Kindergarten is the best place to study the effects of manual training. Here every muscle is put into use and the child without arms would seem stupid. The Kindergarten child is full of ideas and is useful and happy; but when

he enters school where he is given nothing but books, and his movements with the emotions and impulses accompanying them are repressed, a great change comes over him. Here is where manual training offers to save the child by keeping alive his best impulses.

There are really but two channels of expression, the hand and the tongue. It is necessary that both be trained. There are six forms of expression through these channels. They are mechanical arts, sculpturing, painting, architecture, music, and language. The sculptor expresses himself with maul and chisel; the painter, with his brush; the carpenter and blacksmith, with their tools; the musician, with his instrument; the writer, with his pen; the singer and the speaker, with the voice. Only two of these can be expressed by the tongue, all the others must be expressed by the hand.

A man's value to society depends upon his expressional power. Unless he can put his ideas in form they are lost to himself and to the world. It must be admitted that a very large majority of our people depend upon manual expression for their livelihood and yet we neglect to develop the expressional power, allowing the child's hands to grow up "all thumbs" when he with these very hands must work out his success in the struggles of the race. We create ideas and then lock them up by neglecting to train the only

organ by which they can get out into the world.

The term manual training has been greatly misunderstood. It has called attention to the production of things, when it should emphasize the development of character in the child. It must rest upon an educational basis, not a utilitarian one. It is not a school of apprenticeship; its purpose is not to teach a trade, but to teach the hands to express the mind.

Another impression which has injured the cause of manual training is, that it is a subject for those who work with their hands alone, when in reality it is a proper and legitimate branch of modern education alike valuable to all. Solomon, the great founder of the Sloyd system of woodwork, had originally in view to teach the children of working men to love bodily labor and to give them the capacity to use the hands upon which their living would depend. His purpose was not to turn out carpenters, but to develop the mental, moral, and physical powers. Our manual trainers to-day go further than this and see other profitable results of the work, such as: a taste for rough labor as distinguished from clerky accomplishments, training in accuracy, neatness, manual dexterity, patience, and perseverance. It especially trains the faculty of attention and develops the power of concentration.

In manual training the value of

the article does not consist in the object itself, but in the making of it. In these days of factories and machines, when articles can be purchased at such little cost, we have almost lost sight of this principle. The hand-made article is more valuable than the factory made one in the same way that a copy book with blank pages to be filled out by the pupil is more valuable than one published with the lines already filled. The writer in the latter would likely be better, but certainly the child would lose the power he might have gained by filling out the lines himself. Only the knowledge which can be turned into intellectual muscle is of worth.

A great antagonism has grown up between the different classes in society; a prejudice which can never be broken down until all classes learn to respect and appreciate manual labor, whether they make their living at it or not. The boy who has worked at a bench touching elbows with a boy of an entirely different environment and training, is more likely to understand that all work, both mental and manual, gives dignity to all who engage in it. The so-called labor question between those who labor with their hands and those who perform other kinds of labor must be corrected by education—it can never be done by legislation. Booker T. Washington in his school at Tuskegee has shown what can be done in dignifying and elevating

labor. There are no anarchists among the people trained at Tuskegee.

Man's highest purpose in life ought to be service, and there is no better field in which he can serve humanity than in the ranks of the skilled laborers. The carpenter's hammer and the seamstress's needle may mean more true service for civilization and the common good, than the painter's brush or the author's pen. Hence, an education that teaches the child to sympathize with the present and fills him with a desire for service to mankind and with an ability to serve well, has made the very best kind of a citizen.

The school should be a little world where the pupil lives in miniature much that is common with the larger life for which he is being prepared. This is where the Kindergarten excels. It is the one institution of which the child is an intricate part, living a life to him as real as the life of his parents. By this actual living he is fitted to be a potent factor in society. Every child is entitled to a real and an ideal life, but how many are robbed of this right by having to spend their time in an abstract study of the past, thus robbing society of trained citizens.

Manual training saves the boy by interesting him, and when he is once interested in hand work it is easy to lead his interest into other things. Several years of experience teaches me that every child,

whether quick or slow, rich or poor, likes to work with his hands and it is as valuable to one as it is to another. I find many pupils who had failed in their books year after year, who when given an opportunity for manual work, are easily interested in making useful and beautiful things. When thus interested we have gained over their activities a tremendous power, and when we see the enthusiasm with which they seize the work we present, we know we have struck upon the right educational cord. Many pupils who cannot learn books often delight in manual work and do it well, and since they must depend upon this talent for a livelihood, is it not almost a crime to deprive them of its development?

Manual training also saves pupils by keeping them in school and out of unwise notions and evil habits. It offers peculiar advantages to the adolescent, as can easily be seen. At this time of unrest when the ideals are forming, tastes developing, and the choosing of life's work is here, the ordinary school exercise offers little of interest; hence, it is a period of truancy, of bad associations, and we are puzzled to know what to do with the boy. Manual training furnishes an opportunity for rest and change and we are often able to get him on the side of the school and to hold him there until this critical period is past.

Manual labor develops self-respect, self-reliance and love for

and desire to build homes. If the boys should be taught to be home-makers, the girls should be taught to be home-keepers. What is more alarming in society than the ignorance shown in the homes of the poor where mothers have never learned the first principles of home keeping. As soon as the girls are old enough to earn a few cents they are placed in factories, shops, stores—anywhere to get away from the home life which they have learned to look upon as degrading. A few years finds them in charge of homes of their own without any training for the responsible places which they undertake to fill and for which they have neither love nor interest. What would a course in cooking, and sewing, lessons in house-keeping, shopping, and other forms of domestic science not do for such homes, if the girls could have this training while in the elementary schools, the only place they can ever get it?

The greatest waste in the world comes from misdirected energy and failures in those who have not found their places. The world is full of useless and vicious people. Almost every newspaper contains harrowing tales of suicides and crimes. There is an army of persons all the time seeking employment and finding none, simply because they have never learned to be interested in creative work, nor developed a power to use their hands in any useful occupation. Choos-

ing an occupation too frequently rests upon chance and the result is too often a case of "fitting round pegs in square holes." We cannot over-estimate the importance of the boy's finding himself before making this choice, and this manual training will help him to do.

Many young men who stand at the head of their classes in college where mind power is trained fail in expression among the people after leaving school. Failing in their attempt to do what they are not prepared for, either by nature or development, they realize their helplessness, become discouraged, give up life's efforts, and fall into the class of the worthless. They lose faith in themselves, sour on the world, and lose their power of effort. To remedy this condition we need a reunion of mind and muscle, trained minds with hands obedient to them. Manual training should be interwoven with all other subjects of study. In woodwork, the price of lumber, transportation, characteristics of wood, texture, color, strength, uses of the bark and leaves, choice of environments, etc., all ought to be taught. The primary teacher in the much abused days of shoe pegs and other forms of busy work did more real good for her children than she ever dreamed of. While her thought was only to keep the little ones quiet, in doing so she was developing a skill in using their hands, a training for the eye, and a power

of mind over muscles which was of great value in all their subsequent work.

Drawing has proven so valuable as manual work that its place in our schools is no longer disputed. Add to this other forms of hand-work, such as basketry, clay modeling, weaving (with cord, yarn, and paper), box making, paper cutting, etc., correlate these with the textbooks, introduce the regular training school in all the cities and towns, to which classes can go for regular instruction by trained teachers in wood and metal work, cooking, sewing, and practical housekeeping, and our schools will be greatly increased in usefulness, society will be relieved of many of its burdens, homes will be more spiritual, independence will take the place of helplessness, and all life will be more practical and happy.

THE DEARTH OF SCHOOL - TEACHERS.

From various parts of the country comes the complaint of a dearth of school-teachers. The complaint is especially insistent in the West, but it is also heard in the East. Teachers of a certain sort are always to be had, but the supply of the kind of teacher that the more enlightened educational authorities would like to employ does not seem to be keeping up with the demand. The inference is that well-trained and energetic young men and women, who in other days would have taken up teaching as a temp-

orary calling, are finding an outlet for their talents in other directions.

Perhaps a glance at the latest annual report of the Commissioner of Education will help to make it clear why this is so. In 1902 there were employed in the public schools of the United States 439,596 teachers, of whom 122,392 were men and 317,204 women. In 1870 the percentage of men teachers was 41; in 1890 it was 34.5; in 1902 it had fallen to 27.8. The average monthly salary of men teachers in the United States in 1902 was a trifle over \$50, while the average woman teacher received something less than \$40 a month.

The aggregate expenditure for schools in United States in 1870 was less than \$70,000,000; in 1902 the aggregate expenditure was over \$235,000,000. The number of pupils in daily attendance on the public schools in 1870 was about 4,000,000 and in 1902 nearly 11,000,000, an increase in thirty-two years of 175 per cent. As the increase in the aggregate school expenditure during the same period was 235.7 per cent., it is evident that the increase in salaries has not kept pace with other school expenses by 60.7 per cent. Either fewer teachers are employed in proportion to the number of pupils, or the average teacher is getting less money than was the case a generation ago.

If the people of this country are to maintain the lead they have taken in the industrial progress of the

world, they must make their schools better and better, and they can not do this without employing the best teachers that are to be had, and they cannot get the best teachers, with the cost of living steadily rising, unless they are willing to pay at least as good wages as those of the average clerk and mechanic.—*Saturday Evening Post.*

EDUCATION IN JAPAN.

In no field of activity has Japan done so much as in that of education. Thanks to the private and temple schools which have been in existence for centuries, as well as to the higher State seminaries, popular education has always been at a high level. It is greatly to the credit of the Japanese physicians that, ever since the middle of the eighteenth century, they have applied themselves to the study of the Dutch language, thus opening a channel which has enabled the science of Europe to effect an entry among them. In this circumstance alone Japan has to ascribe the fortunate fact that she did not lapse into the same state of intellectual stagnation as China. As early as 1857, Tokyo saw the creation of a sort of Institute for Foreign Science, in which instruction was given at first in Dutch, then in the English, French, German, and even Russian languages. The chief achievement of this seminary was the compilation of an English-Japanese dictionary; while in 1858

the first European school of medicine was also established there.

Soon after this, with the help of British and American teachers, the first attempts were made to introduce unity into the system of public instruction. The immediate result was the establishment of the "Imperial College of Engineering," which reached a flourishing state by the year 1875. In July, 1871, the Ministry of Public Instruction was reorganized, its function being extended to the whole empire. Steps were taken to introduce compulsory education and elementary schools were established, most of which were built after European models. The total number of elementary schools in 1902 was 27,010, the number of teachers employed in them 102,700, and the number of pupils enrolled 4,980,604 or 67 per cent. of the total school population.

For the training of teachers for the elementary schools the government maintains 54 normal schools, having in 1902, 1,032 teachers and 17,982 students and two higher normal schools, having 118 teachers and 860 students. The government has also made liberal provision for higher education in the two imperial universities, five schools of medicine, a foreign language school, a fine arts school, an academy of music, and nine technical schools. The University of Tokyo includes all the faculties recognized in western universities except that

of theology. The college of science and engineering has ample equipment for instruction in chemistry, pure and applied; in mining and metallurgy; in civil, mechanical and electrical engineering.

A quarter of a century ago Japan depended almost entirely upon foreign countries for its supply of professors and teachers; now the recruits are wholly drawn from native scholars. It scarcely requires to be shown that this new system of public education proved, in a comparatively short time, an effective means of transforming Japan in the progressive sense intended by the government; so that the Ministry of Education may be said to have done most to weld the nation into a harmonious whole.

May it not also be fairly inferred that this wise and full development of Japan educationally, is to be credited largely with the clever work now being performed by the Japanese naval commanders and government officials and the similarly clever work of Japan's army and navy in the Chino-Japanese war of 1894-95, and in the march of the allied forces upon Pekin?

WALTER J. BALLARD.

Schenectady, N. Y.

THE N. E. A. MEETING AT ST. LOUIS.

The following preliminary programs are announced by the respective presidents. Complete and revised programs will appear in the

Official Bulletin to be issued at an early date.

GENERAL SESSIONS.

President, John W. Cook, De Kalb, Illinois.

TUESDAY, JUNE 28, 9:30 A. M.

Addresses of Welcome — Hon. A. M. Dockery, Governor of Missouri; Hon. W. T. Carrington, superintendent of public instruction of the State of Missouri; Hon. Rolla Wells, mayor of St. Louis; F. Louis Soldan, superintendent of city schools, St. Louis; W. S. Chaplin, chancellor of Washington University, St. Louis; Hon. D. R. Francis, president, Louisiana Purchase Exposition; Howard J. Rogers, director of congresses, Louisiana Purchase Exposition.

Responses — Hon. W. T. Harris, commissioner of education of the United States, Washington, D. C.; E. A. Alderman, president of Tulane University, New Orleans, La.

The Place of the Church in American Education — Edmund J. James, president of Northwestern University, Evanston, Ill.

President's Address.

WEDNESDAY, JUNE 29, 9:15 A. M.

Popular Education in England — (Speaker to be supplied).

Educational Possibilities for the Country Child in the United States — O. J. Kern, superintendent of schools of Winnebago County, Rockford, Ill.

The New Departure in Secondary Education — J. J. Sheppard, principal of High School of Commerce, New York city.

The Place of the Small College — George A. Gates, president of Pomona College, Claremont, Cal.

7:30 P. M.

Art Exhibits in the Exposition — Halsey C. Ives, chief of Department of Art, Louisiana Purchase Exposition.

THURSDAY, JUNE 30. 9:15 A. M.

Education of the Southern Negro — Booker T. Washington, president of Tuskegee Institute, Tuskegee, Ala.

Popular Education in France — (Speaker to be supplied).

Education in Porto Rico — Samuel M. Lindsay, commissioner of education, San Juan, Porto Rico.

Education in the Philippines — E. B. Bryan, ex-superintendent of education, Philippine Islands.

7:30 P. M.

Architecture of the Exposition — E. L. Masqueray, chief of design, Louisiana Purchase Exposition.

FRIDAY, JULY 1, 9:15 A. M.

The Preparation of Teachers in Germany — (Speaker to be supplied).

An Educational Creed — Z. X. Snyder, president of State Normal School, Greeley, Colo.

The Limitation of the Superin-

tendent's Authority and the Teacher's Independence — Aaron Gove, superintendent of city schools, Denver, Colo.

The Argument for the Teachers' Federation — Miss Margaret A. Haley, president of National Federation of Teachers, Chicago, Ill.

7:30 P. M.

Sculpture and Decoration at the Exposition — Karl T. F. Bitter, director of Sculpture, Louisiana Purchase Exposition.

LONGEST ROAD IN THE WORLD.

From James W. Davidson's "The Great Siberian Railway" in the April Century.

In 1901 the great Siberian Railway was thrown open to the public. There was then in operation a total of 1,444 miles in Manchuria and 3,559 miles in Siberia, a continuous Russian line from Moscow to Port Arthur of 5,429 miles; and the new trains de luxe, which will begin running this summer, will give virtually a through service from Paris to Port Arthur, a distance of 7,299 miles, 6,600 miles of which is over Russian lines.

LIFE'S TAVERN.

In this old Tavern there are rooms
so dear
That I would linger here.
I love these corners and familiar
nooks

Where I have sat with people and
with books.
The very imperfections and the
scars
About the walls and ceiling and the
floor,
The sagging of the windows and
the door,
The dinginess that mars
The hearth and chimney, and the
wood laid bare
There on the old black chair.
The dear dilapidation of the place
Smiles in my face,
And I am loath to go.
Here from the window is a glimpse
of sea,
Enough for me;
And every evening, through the
window bars,
Peer in the friendly stars.
— And yet I know
That some day I must go, and close
the door,
And see the House no more.

MARY BURT MESSER, in the *April Atlantic*.

ON THE WAY.

S. S. "CANOPIC."

Long. 15° 30' E. Lat. 38° 30' N.
Saturday, March 19, 1904; 8:30 A.
M., by my watch, standard time;
1:15 P. M. by the ship's time.

From the above *data*, get some of
your bright pupils to figure out
when and "where I am at." Do
not attempt it yourself, it will re-
quire too much reviewing on your
part.

We left Boston, Saturday morn-

ing, March 12, and have traveled
steadily day and night since aver-
aging about 350 miles a day. As
the distance increases, I am re-
minded of Bill Nye's disturbance
whenever he contemplated a trip
abroad: viz, the long, lonely, damp-
walk home. The ship's clock is
turned forward about 30 minutes
each night reducing the sleep period
that much and reminding one of the
farmer boy who complained that,
as the summer days lengthened and
the nights shortened, causing him
to go to bed later and get up earlier,
he finally reached the point that,
upon going up to bed one night, he
met himself coming down to break-
fast the next morning.

The ocean has been on its good
behavior with its company manners
on all the way. The letters from
Ohio friends were read with inter-
est the first few hours out, but there
was disappointment that many of
the toys named therein failed to ar-
rive. The unusual thoughtfulness
of many friends in writing to the
Canopic's Captain in our behalf is
hereby gratefully acknowledged.
Advice so freely given has been fol-
lowed when circumstances and con-
ditions permitted, but so far Dr. M.
G. Brumbaugh's farewell message
"to arrange to contribute not to the
'Atlantic Monthly' but to the At-
lantic daily," has not been heeded.

If I may be pardoned for neg-
lecting the subject thus far, a few
remarks about the "weather" will
now be made. I have heard much

about the glorious warmth of the sea air on this Mediterranean trip, which manifests itself a day or two out of Boston, but had we been sailing to the north pole to a church social the chill could not have been greater than the one we experienced for several days after leaving Boston—a chill not conducive to rapid recovery, but it is hoped not to leave any permanently bad results. With the exception of the “cold storage” air of the Canopic, which seems, from the absence of heating apparatus, to have been planned for trade in the tropics, “she’s all right.”

We are nearing Gibraltar but are slowing up since we are not due to land there until Monday, March 21, early in the morning. This noted rock is now used by the Prudential Life Insurance Company for its advertisement.

I can not close without an educational observation or suggestion. It seems to me that in this day and age when it is argued that children must have everything presented to them in the concrete by way of the “laboratory method,” the schools are making a great mistake in not owning steamers of sufficient size to take all the children around the globe at least once in their school life for the purpose of “enlarging their mental horizon” and of helping them to become more securely “correlated with the universe.” Incidentally “Longitude and Time” could be made plainer and easier

and the poor overworked child might grow up without ever knowing what it is to have to think at all. I fully realize that in some schools this point has already been practically reached but the realization of the plan suggested would hasten the “ideal” condition. It may be too late to embody the suggestion in the “School Code” but the friends of “Ship Subsidy” and those who believe that all difficulties should be removed from the educational pathway of the child, should form a “Federation of Clubs” and unite in working for the welfare of “childhood yet unborn.” The fact that this suggestion is absolutely impracticable and cannot be carried into effect under any circumstances, should not lead to its rejection by educational reformers, but should insure for it the same earnest consideration usually accorded other visionary schemes for reaching impossible ends.

I hope to be able to let you know before the commencement season closes whether it is really true that “Over the Alps Lieth My Italy.” I have heard the statement made several times and am quite anxious to see for myself.

O. T. CORSON.

BOOKS AND MAGAZINES.

American Book Company, Cincinnati.

Revised Edition of Rolfe's Shakespeare. Hamlet, 350 pages. Midsummer-Night's Dream, 230

pages. *The Tempest*, 226 pages. *Julius Caesar*, 240 pages. *Othello*, 263 pages. *Macbeth*, 304 pages. Edited with notes by William J. Rolfe, Litt. D., formerly Head Master of the High School, Cambridge, Mass. Cloth, 16mo. Price, each, 56 cents. The popularity of Dr. Rolfe's edition of Shakespeare has been extraordinary, and since its first publication it has been used more widely both by schools and by the general reading public than any other. It is to-day the standard American edition of Shakespeare. These volumes of the new edition have been entirely revised and reset, and appear with every possible mechanical improvement. The books are smaller and more convenient in shape, and plentifully supplied with attractive illustrations.

Morey's Outlines of Greek History. By William C. Morey, Ph. D., D.C.L., Professor of History, University of Rochester. Cloth, 12mo, 378 pages. With maps and illustrations. Price \$1.00 The present volume is designed to form, with the same author's "Outlines of Roman History," a complete elementary course in ancient history. The mechanical make-up of the volume is most attractive.

Francois' Beginner's French. By Victor E. François, A. M., Instructor in French in the College of the City of New York. Cloth, 12mo, 296 pages. Price 65 cents. A brief first course in French.

Syms's Easy First French Reader. By L. C. Syms, author of "First, Second and Third Years in French," DeWitt Clinton High School, New York City. Cloth, 12mo, 195 pages. Price 50 cents. This reader contains stories from such well-known writers as Feuillet, Laboulaye, and Félix Gras, so condensed and altered as to render them suitable for elementary reading, but still retaining the characteristic charm of the original narratives.

Sandeau's Mlle. de la Seigliere. Edited by Elizabeth M. White, Erasmus Hall High School, Brooklyn, N. Y. Cloth, 12mo, 163 pages. Price 40 cents. Sandeau's pleasing, refined style, and freedom from sensational scenes, make Mlle de la Seiglière particularly well fitted for class reading. It is considered one of the best comedies of the modern French stage. The book is supplied with the necessary annotation and a complete vocabulary.

Moliere's Le Bourgeois Gentilhomme. Edited by P. A. Roi and Wm. B. Guitteau, of the Central High School, Toledo, Ohio. Cloth, 12mo, 135 pages. Price, 35 cents. The best of Molière's comedies, the story of the rich, ignorant, and vain commoner and would-be gentleman in whom Molière fixed for all time the type of vulgar social struggler.

Dumas' Les Trois Mousquetaires. Edited by C. Fontaine, B. ès L., L. en. D., Chairman French

Department, High School of Commerce, New York. Cloth, 12mo, 208 pages. Price, 60 cents. The adventures of Athos, Porthos, Aramis, and D'Artagnan, which have delighted so many thousands of older readers, are here presented in suitable form for class reading.

Fifty Fables by La Fontaine. Edited by Kenneth McKenzie, Instructor in Romance Languages in Yale University. Cloth, 12mo, 127 pages. Price, 40 cents. A convenient and suitable selection of the Fables, edited in a scholarly manner, with English annotation.

Larra's Partir a Tiempo. Edited by Edwin B. Nichols, Assistant Professor in the University of Cincinnati. Cloth, 12mo, 66 pages. Price 40 cents. One of the most popular comedies of this leading Spanish writer, and the only edition of the play published in America.

Fouque's Undine. Edited by J. Henry Senger, Ph. D., Associate Professor of German in the University of California. Cloth, 12mo, 174 pages. Price 50 cents. The story of a German knight who married a water fairy, and his tragic fate. One of the most popular and touching of fairy tales.

Stoltze's Bunte Geschichten fuer Anfaenger. An elementary Reader by Erna M. Stoltze, Instructor in German at Miss Spence's School for Girls, New York City. Cloth, 12mo, 98 pages. With illustrations. Price, 30 cents. The stories in this

book for beginners are simple in their phraseology and well suited for children's reading.

Scheffel's Der Trompeter von Saekkingen. Edited by Valentin Buehner, High School, San Jose, Cal. Cloth, 12mo, 328 pages. With map and illustrations. Price, 75 cents. The story of Werner Kirchhofer, a musician of Saekkingen, and Margareta von Schonau.

Merimee's Colomba. Edited by Hiram Parker Williamson, of the University of Chicago. Cloth, 12mo, 220 pages. Price, 40 cents. This masterpiece of Merrimée tells the story of a Corsican vendetta, and at the same time forms an epitome of the spirit of the Corsican genius and history.

Moore's Cicero de Senectute. Edited by Frank Gardner Moore, Ph. D., Associate Professor of Latin in Dartmouth College. Cloth, 12mo, 205 pages. Price 80 cents. An important edition of the dialogue on Old Age, embodying much new critical material made available in the last twenty years. The text is supplied with very full footnotes, and is accompanied by a scholarly introduction.

Lane's Latin Grammer—Revised. By George M. Lane, Ph.D., LL.D., Professor Emeritus of Latin in Harvard University. Cloth, 8vo, 602 pages. Price, \$1.50. This standard Latin Grammar, the outgrowth of wide experience, careful observation, and sound scholarship, has in this edition been thoroughly

revised by Professor Morris H. Morgan of Harvard University. Ginn & Company, Boston.

The Leading Facts of French History, by David H. Montgomery. The original edition was one of the best and this will be found an improvement on the original.

Schuecking's Die Drei Freier. Edited by Otto Heller, Professor of the German Language and Literature in Washington University, St. Louis. 16mo. Cloth. XXIII + 81 pages. List price, 30 cents; mailing price, 35 cents.

This is the first time this thrilling story has been printed out of Germany, and the first time it has been edited. The copious notes deal for the most part with moot-points and other difficulties of German grammar. It is adapted to the needs of students who have spent about one year and a half on their German.

Elementary German for Sight Translation. By Richard Clyde Ford, Professor of French and German in the Michigan State Normal College, Ypsilanti. 16mo. Semi-flexible cloth. 43 pages. List price, 25 cents; mailing price, 30 cents.

This is a text planned for the first two years of high school and college work, to be used as soon as

classes are able to take up easy reading.

D. C. Heath & Co., Chicago.

The Belles-Lettres Series. Jonson's "Eastward Hoe," and "The Alchemist." Goldsmith's "Good-Natured Man," and "She Stoops to Conquer." The publishers have planned to publish all the best works in English literature in this series. Prices will be reasonable. We predict that this series will create a sensation judging by the initial volumes. The open page, the type, the binding, the paper, all "fill the bill" and give a feeling of complete satisfaction.

Principles of Political Economy by Charles Gide. The primary aim of the book is to give a plain statement of accepted principles of the science, a summary of the unsettled problems, and a clear, brief, and impartial outline of the various solutions that have been proposed.

Houghton, Mifflin & Co., Boston.

The Song of Roland being No. 157 of the Riverside Literature Series. Translated by Isabel Butler.

The Book of Merlin, The Book of Sir Balin, No. 158 of same series, from Malory's King Arthur with Caxton's Preface.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 5

OPPORTUNITY.

This I beheld or dreamed it in a dream:—

There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled and swords
Shocked upon swords and shields. A Prince's banner
Wavered, then staggered backward, hemmed by foes.
A craven hung along the battle's edge,
And thought, "Had I a sword of keener steel—
That true blade that the King's son bears,—but this
Blunt thing!" he snapt and flung it from his hand,
And lowering crept away and left the field.
Then came the King's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatchèd it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day.

—Edward Rowland Sill.

THE NEED AND SCOPE OF MORAL TRAINING OF THE YOUNG—Concluded.

[An address given before the Society for Ethical Culture, Philadelphia, January 3, 1904.
Stenographically reported by Mr. Ernest Jacques.]

BY PROFESSOR MARTIN G. BRUMBAUGH, UNIVERSITY OF PENNSYLVANIA.

The second of these intellectual disciplines is the *nutrition of definition*, just as the first is the nutrition of feeling. By the nutrition of definition I mean the training of the imagination to define its feelings—put bounds and limits to them.

In the larger religious life of the race, that activity has always been at work, and its objectivity has shown itself in the great art works of the religious life of the race. Now, if the spirit stops with the mere definition of its feelings, the mind rests in idolatry. Among the ancient civilizations of the world they have never gone beyond the nutrition of definition, and their idolatrous people worshipped the images in which they have objectified their own religious feeling, and have rested content with wood and stone, instead of pushing beyond into a vital contact with a high principle.

Above the nutrition of definition, and beyond it, in the theoretical training of a child in ethical things, is the *nutrition of insight*, by means of which, through the rational mind, we see back of the mere

imagery which our minds have created, and come into close and vital touch with the reality which stands behind all imagery, and which is in spirit what these in broken parts are but the material representation of.

The nutrition of feeling is the function of the home and the primary school; the nutrition of definition is the function of the grammar school, and the nutrition of insight is the function of the high school, the college and the university. When our feelings have been trained, our imagination disciplined, and our reasoning power cultured, we have completed the cycle of theoretical equipment in ethical things. The great problem now is, how to build that splendid intellectual position into terms of conduct, how to make all that the mind comprehends as duty figure itself in deeds of helpfulness, in deeds of consistent conduct.

That brings one to the discussion of the second, or the practical, phase of ethical training, by which I mean the informing of the will, so that it shall work out in daily service, in daily deeds, in daily conduct, a

code of activities in harmony with all this theoretical training of the race, and of the mind.

If we have nothing more than a rational basis for conduct, we are theoretical teachers and theoretical people, but if we can convert all that rational thought, all that intellectual discernment of duty into terms of conduct, then we have moved into the will's domain, and we are doing that which we know we should do.

We have a very strangely significant fact in our public school system to-day, which is largely an intellectualized system of education, and which, in its inception and quality, is secular through and through, and increasingly so, I regret to say. We have omitted, for reasons which I have not time now to state, the serious discipline of the will of the child, for the performance of high moral and high ethical service. We seem to be content, as a nation, when our children have mastered a certain curriculum of intellectual truth, and have passed a reasonable examination thereupon. As if, somehow, the informing of the mind with truth was all that we needed for right living in our modern civilization; when all of us know, if we have but a moment's sane reflection upon the problem, that the vital need is not the informing of the mind with truth, but the informing of the will with motive, so that we shall be constrained to do, when we know what to do. When

human life stops short with intellectual, instead of will, problems, that moment the race ceases to become effective in its service to the future, and in its duty to its children.

For more than two thousand years education was under the control of the church, which was a highly developed dogmatic and religious institution. It laid upon the conscience of the child the axioms of the church, the tenets and doctrines of the faith. From the time that the Roman schools were closed, under Theodosius II, at the end of the fourth century, until the latter half of the past century, education was dominantly and continuously under the control of religious agencies of some form or other. But when the state, under the theory of paternal government, took the little child from the church, and made it an object of concern from the state's point of view, instead of from the church's point of view, you can see what we lost in the higher and broader side of the discipline of the child's will. Now, to compensate for that, so to speak, have been substituted Sunday schools, as a complementary activity, to do, side by side with the secular school, that part of the discipline of the child which the secular school, under the control of the state, has failed to do.

If you consider for a minute, you will see that this is true. We had no Sunday schools until we had

state systems of education. The Sunday school is scarce a hundred years old in its present organization; Robert Raikes lived only a little over a hundred years ago—he who first practically set in operation the Sunday school movement. It came about the time of the American Revolution and the French Revolution—about the time of the great unrest, and the dawn of democracy among the nations of the earth. Our great problem to-day in civilization is to compel action, and not merely to acquire the knowledge of what is best to do.

Here, again, we have three phases in the training of the will in practical ethical conduct. First, the *consecration of self* to these intellectual ideals that we have acquired. I do not believe that any one is ethically, or even morally, right; I do not believe that any soul lives right in this world to-day from any plane that you choose to measure from, who is not willing to consecrate all of himself to the things that he believes with his whole soul. Whatever we believe, that must be the thing to which all our energies must be consecrated. If we believe it is our duty to visit the sick and minister to the poor, no inclemency of the weather, and no excuse of any sort, no palliation of conditions, will break our heroic determination to do the thing which we know we ought to do. And all through one's life, the first great vital quality of ethical conduct lies

in the fact that a man consecrates himself through and through to the things that he believes, and is living well up to the standards of the best that is in him. Unless we teach our children to believe in these great truths of the race, and instruct them daily to achieve them in life, we have fallen short in the discipline of the will, and, therefore, in preparation for the actual ethical conditions of life.

The second of these great duties that comes from the will, in the development of the moral training of the child, is the *reconciliation of the individual with his lot*. I do not mean quietism, which makes a man go into the cloister, or the convent, or the hermit's cell, away from the world, but I mean that resolution which brings peace to a man's mind amidst all the turmoil and the strife of a busy daily experience. For, it seems to me, that we need so to discipline our souls that, wherever we work, in the midst of what untoward conditions we find ourselves, we can work with the heroism born of the consciousness that we are right, and, therefore have peace within.

This is a great doctrine for the human soul to consider. But it does not mean that we shall be doggedly content; it does not stand opposed to high aspiration, to the bettering of one's lot, the widening of one's usefulness, the intensifying of one's activities; but it means that, in whatever place we find ourselves in

this world, we can reconcile ourselves to that place, and work there.

A teacher not long ago said to me: "Oh, if I were only teaching in the University Then I would be happy. But I am teaching out here in the country, where I am not appreciated, where I have access to no libraries, where I am divorced from all contact with intellectual people, and where I have not the stimulation and companionship of bright minds. Oh, if I were only in the city, in the University, teaching, then I would be happy." But it matters not whether we teach in the country or in the city, whether we are employed in the shop, or the forge, or the factory; the vital thing is that we never labor well until we are content to labor there with all our souls, and thus fit ourselves to labor in a larger place. No soul grows into larger usefulness by fretting against his lot and the work he finds himself called upon to perform. Whatever our present duty may be, the best proof that we are fitted to perform a larger service is that we are performing our present task with infinite skill and success. We need to put before our children the gospel of doing daily service well; not half-heartedly, and therefore imperfectly.

The third of these trainings of the will consists in giving to the child the power, and in exercising the power, of selecting, out of the many conflicting doctrines and teachings

of the race, that which is best for him, and erecting it into a doctrine and bond of relief which shall be *his view-point in life*. For none of us can live our best unless we believe consistently, and we cannot live consistently until we have settled with ourselves the things we believe, and, standing firmly upon these, live right out from them, along the plain, straight, unchanging course which is given to us, because we have settled in our own souls certain fundamental things. So long as we are wandering, so long as we are shifting, so long as we are changing, so long as we are uncertain, and willing to be shaken and molded and modified by every influence at work upon our lives, we have not reached the point whence we can hope for any large growth or wide usefulness in our lives.

We come, finally, to consider our third point, *the absolute process in ethical culture*. That begins, as I have hinted in the theoretical process, in accordance with natural law; it is the modifying of the human soul as it finds itself in touch with natural things: it is *conformity to law*. Herbert Spencer characterizes it as the adjustment of the human being to his scientific environment. It begins with yielding obedience and respect to the inevitable laws fixed in things, and against which it is foolishness to kick.

In the second place, it consists

in studying all the codes and creeds and doctrines of history; it is the *investigation of all the race has done in its efforts to build itself up into a higher life*. It means some such study as you have projected here in these Saturday afternoon lectures on the historic forms of ethical life and training.

And, in the third place, it means picking out of all these, here and there, the things that are best ethically, separating the false from the true, weighing all the evidence, all the facts which have any bearing, from the wisdom of all the great souls of all peoples, and forming all that accented truth into a bond of doctrine which shall become *the creed of the soul*, so that it shall live and die, by reason of its convictions, in the righteousness of that creed.

When once we reach that point, the training is done, whether intellectual, or moral, or ethical, or religious, or whatever it may be. So you will see, if you have followed the discussion, that it ends itself in one thing. There was first the discipline of the intellect in theoretical training; then the discipline of the will for practical service,

and, finally, the discipline of the soul to absolute standards of life, and then the application of all this to service—for we have not reached to any appreciable degree, the end of all high training until we have learned that we live best when we live least for ourselves and most for others. That man is richest in soul who has given most to enrich other souls; that man is a beggar in his spirit who has never done kindly ministrations to his fellow-men.

As I said not long since to a group of boys, you have all the opportunity of being heroes. A boy who will run all day over the hills of Pennsylvania to shoot a rabbit, and then sit down and eat it in greedy selfishness, is not a good boy. The boy I like will shoulder his gun when his neighbor is sick, and bring back to the one in distress the food and comfort that his body and spirit need.

It is the service we render, the kindly spirit, the thoughtful concern for the welfare of another soul, the giving of the cup of cold water, that makes life rich and the soul strong.

THE RIVER IN HISTORY.

BY HORACE A. STOKES.

Among the material forces that have helped man in his march toward higher civilization, none has had more influence than the river.

Infant man, limited in his experience and weak in the devices that enable him to overcome the world about him, turned to the river and let it fight his battles for him. Even from its very beginning until the eyes of man first opened to behold it, the river had been scooping out and enriching the valley stretching along either bank. On its bosom he floated in making his first short journeys, and in transporting his food. The river is a ready-made commercial route, open as much to the canoe of the savage as to the steamboat of his twentieth century successor.

The first great river that drew to itself an ancient civilization is the Nile, the river of the desert. Taking its rise in the hot sun of the tropics, it flows toward the north for more than three thousand miles, into the Mediterranean. From the mountains of Abyssinia, exceedingly high and rugged, come down two great rivers, the Blue Nile and the Atbara, and mingle their waters with the Nile in its northward course. Thus Parker describes the forward march of the mighty river: "For twelve hundred miles this wonderful river flows through a great rainless desert of rolling, shifting sand the Desert of Sahara. For twelve hundred miles the Nile does not receive one drop from its basin. The river is much smaller at its mouth than it is twelve hundred miles from the place where it pours its waters into the great in-

land sea. How does the Nile lose its water? On the mountains of Abyssinia it rains very hard once a year; torrents of rain plough and furrow the ground, make deep cuts in it, and carry enormous spoils of earth down into the brooks; the brooks carry it to the other tributaries, and the Blue Nile and the Atbara carry the immense quantity of silt brought to them to the Nile, and the Nile in turn carries it over cataracts to the desert. The swollen river spreads out its floods over the land, and the land becomes nearly the richest in the world." Thousands of years ago a people settled there and became a mighty nation. There they were; living along that thread of green in the midst of the trackless desert, supported by that river. "The hot suns of the tropics robbed it of its floods, the thirsty hot sand drank it; but on it went, bearing its precious burden of rich soil down to the valley below, where it changed a desert into the most fruitful land of the world."

"Nowhere," says Harriet Martineau, "is the original constitution of the earth so strikingly influential on the character of its inhabitants as in Egypt. There, everything depends—even life itself and all that it includes—on the state of unremitting conflict between the Nile and the Desert. From the beginning the people have had everything to hope from the river, nothing from the desert; much to fear from the desert and little from the river.

What their fear may reasonably be, any one may know who looks upon a hillocky expanse of sand. Under these hillocks lie temples and palaces, and under the level sands a whole city. The enemy has come in from behind and stifled and buried it. What is the hope from the river any one may witness who, at the regular season, sees the people grouped on the eminences, watching the advancing waters, and raising their voices in gladness and rejoicing as they hear the voice of the crier or the boom of the cannon announcing the beginning of the annual inundation."

Who can estimate the influence on the minds and hearts of the people, of this unending conflict between the Nile and the desert? Is it any wonder that the Nile was deified by the ancient people of Egypt? It was the source of all they possessed and the mainspring of all their hope. It was to them the good power, the desert was the evil one. Their whole religion was based on the conflict between these two powers. The habits and occupations of the inhabitants were also determined by the strife between the Nile and the Desert. I again quote Martineau: "After the subsidence of the Nile, every drop of water needed for tillage and for all other purposes, for the rest of the year, is hauled up and distributed by human labor. Truly the desert is here a hard task-master; or, rather, a pertinacious enemy, to be inces-

santly guarded against: but yet a friendly adversary, inasmuch as such natural compulsion to toil is favorable to a nation's character."

But let us cross the Atlantic and find what our rivers have to give us. The first river that one coming to our country from across the ocean ordinarily sees is the Hudson. Taylor has this to say after seeing the world's great rivers: "The Rhine has its phases of extreme beauty—likewise the Rhone, the Elbe, the Connecticut and the Ohio. None of the main arteries of continents—the Mississippi, the Amazon, the Nile, the Volga and the Yang-ste-Kiang — exhibit a beauty of landscape proportioned to their length and volume. The main characteristics of their scenery—however exquisite it may be in detail—is monotony. But there is one river, which, from its source to the ocean, unrolls a long chain of landscapes wherein there is no tame feature, but each successive view presents new combinations of beauty and majesty, which the other rivers surpass in sections, but none rival as a whole—and its name is, The Hudson."

Some years ago it was my privilege to go from Albany to New York by steamboat. Starting from Albany at eight o'clock in the morning one floats on the ever widening bosom of the beautiful river for ten hours before reaching New York City. From Albany to the Highlands the Hudson flows

through a broad valley. Away off to the right one sees the Catskills. The distance is just great enough to make them look hazy and indistinct, which but heightens the feeling of mystery and romance with which Irving's stories have clothed them. Off there in the dim distance they truly looked the abode of Rip Van Winkle, and Hendrick Hudson and his men. All the morning the mountains lay off there, the southern spurs of them outlining against the sky the figure of a gigantic man lying down with his head to the north. His head, breast and legs are so plainly outlined that one does not need to have a brilliant imagination to see lying there asleep "the old man of the mountain."

Just before reaching the Highlands the boat stops at Newburgh, and one can see Washington's headquarters, where he spent the time from Yorktown and until the disbanding of the army. From here to New York City every inch of ground is replete with Revolutionary history. At the Highlands the hills come down to the river and loom up there on either side. This is the gorge of the Hudson, through which it has to force its way in order to get to the sea. In the midst of this gorge we pass West Point on the right. I did not think so much of the military school, in passing, as I did of the importance of this fort in Revolutionary times. As I passed

through this gorge of the Hudson, I for the first time saw why the Americans held so tenaciously to this cluster of hills at this point where the river secures such a stingy, reluctant passage; and why the British tried so strenuously to control the Highlands, even stooping to make the bargain they did, with Benedict Arnold for the surrender of West Point—so fortunately frustrated. This is truly the key to the north and the west. By holding this pass the Americans were able to check the northern advance of the British from New York City, and to prevent their juncture with an army from Canada, either by way of the Mohawk Valley or through the Lake Champlain pass into the valley of the Hudson. Burgoyne, indeed, did try to make this juncture with the army at New York, but he was checked at Saratoga and compelled to surrender.

The Hudson has been a prime factor in America's progress toward wealth and commercial success. The city at its mouth is the greatest city in our hemisphere, the second in size and commercial importance in the world. Half the foreign commerce of our country passes through the port of New York; and this comes from the fact that it is the port of the lowest route to the Mississippi valley and the West. The Hudson-Mohawk valley, with the Erie Canal, the chain of great lakes, and the great trunk

lines that pass along this valley, furnishes the easiest access to the rich fields of the West and North-west. It is due to the Hudson, and to its tributary the Mohawk, that New York City, the geographical outlet for all this wealth, is so important commercially and financially.

The Father of Waters next claims our attention. The central river system of a continent, Bayard Taylor calls the great artery of the continent. This figure applies to the Mississippi more than to any other great river on the globe. No river has so great a drainage basin. Mark Twain is authority for saying that "it draws its water supply from twenty-eight states and territories; from [Virginia, North Carolina and Georgia] on the Atlantic seaboard, and from all the country between that and Idaho on the Pacific slope—a spread of forty-five degrees of longitude."

The land near its headwaters, located near the boundary between Minnesota and Dakota, is somewhat hilly, and was known to the Indians as the Great Pipestone Quarry. This quarry was famous among the Indians, who by common consent had made it neutral ground, where they might come and provide themselves with the pipes so necessary to the Indians' happiness. Longfellow, in his great Indian epic, thus gives the legend of the birth of the river:

"On the mountains of the Prairie,
On the great Red Pipe-stone
Quarry,

Gitche Manito, the mighty,
He the Master of Life, descending,
On the red crags of the quarry
Stood erect, and called the nations,
Called the tribes of men together.

From his footprints flowed a
river,

Leaped into the light of morning,
O'er the precipice plunging down-
ward

Gleamed like Ishkoodah, the comet,
And the Spirit, stooping earthward,
With his finger on the meadow
Traced a winding pathway for it,
Saying to it, 'Run in this way!'

And running along in the path traced by the Almighty—for all rivers do that—as it flowed toward the Gulf, it drew to itself the waters from the far east and the farther west. This river, with its network of tributaries, was the Indians' highway, as it is yet "nature's highway from the world's farm land to the world's kitchen."

Discovered by De Soto in 1542, explored and dotted with fortified towns and trading posts by the French, the bone of contention in the last intercolonial war between the French and the English, the Mississippi, except at its mouth, became the western boundary of the infant republic by the treaty of peace in 1783. The west bank of the river, and its mouth, belonged

at this time to Spain. We all have read in our histories how this divided control of the Mississippi led to quarrels between the Spanish officials and the American pioneers west of the Alleghanies. In that time before the railroads commerce must go with the river. The Alleghanies presented an almost insuperable barrier. As Franklin so truly said, the mouth of the Mississippi was the front door of the West. The free navigation of the river was therefore a matter of so great importance to the people of the West, that our government made repeated efforts to secure from Spain this right. In 1795, Spain finally granted it. In 1800, by secret treaty, Louisiana, that almost boundless unexplored region west of the great river, including also its mouth, was retro-ceded to France. This became known in 1802, and at the same time the right of free navigation was withdrawn. The effect of this news in the United States, and especially in the West, can at once be imagined. Jefferson, on the 12th of April, 1802, wrote as follows to Robert Livingston, minister to France: "The cession of Louisiana and the Floridas by Spain to France, works most sorely against the United States. It completely reverses all the political relations of the United States, and will form a new epoch in our political course. There is on the globe one single spot the possessor of which is our natural

and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market." Thus strongly did Jefferson feel regarding the commercial and political importance of the control of the Mississippi. It is not necessary to dwell on the reasons why Napoleon wished to let us have this immense territory. We are all familiar with the fact that for about \$15,000,000 we secured this territory in 1803. But the results of this transfer were more far reaching than the advantages gained in securing an outlet for the produce of the West. This action of Jefferson's read into the national constitution at once and for all time the right of our government to acquire foreign territory.

I have said "the river is nature's highway," but in these latter days man has made for himself paths that were not given him by nature. If the problem presented to Jefferson had been delayed until today, the control of the mouth of the Mississippi would not be quite so important. The completion of the Erie Canal in 1825 marked the beginning of the change which has lessened the importance of this river as the great artery of trade and communication; and the rapid extension of the railroad has made the mouth of this river not the front door, as in Franklin's time, but the back door of the West. The building of the great trunk lines through

the passes of the Alleghanies, across the broad valley of the Mississippi, and even over the Rockies to the Golden Gate, has simply annihilated distance. We can sympathize with the French, back in the colonial times, in their endeavors to control this great river system, by building their chain of forts down the great river and along the great lakes and the St. Lawrence; and we can also appreciate the long struggle of the English which resulted in their gaining control of the Mississippi valley; for such control meant English civilization for America. But conditions have somewhat

changed. This is the age of steam. Man has made a way for himself in spite of Nature. Nature is becoming more and more a faithful servant to man. He is coming to understand better and better her capabilities, her moods and her humors; and he is constantly needing her aid in lifting himself to greater achievements and greater freedom! and through it all she never fails him. And what is true of Nature in general, is especially true of the River, man's constant friend and companion, his protector and efficient helper.

A VISIT TO A RANCH IN NEW MEXICO.

BY MRS. J. A. SHAWAN.

To spend a day in the country is always a delight! To get far away from the noise and bustle of busy streets, from people and things is a much needed recreation.

The very name at once suggests trees and running brooks, vegetation and flowers; that there can be a place called country without these accompaniments seems incredible. And yet there are country homes without any of these restful surroundings — homes far out on seemingly barren plains without even a touch of green. Strange to say, that all that this kind of unproductive soil needs is

a little of man's ingenuity and skill in order to make "the desert blossom as the rose." This has been verified again and again by the conveying of water through the *acequias* or irrigation ditches, to be used from time to time in flooding the land. In this way a small tract of worthless sand has been made to yield a most productive harvest.

One's curiosity is naturally excited to see and know something about this artificial means of farming which is carried on in New Mexico and which is being enlarged and extended every year; until a com-

plete change is being brought about not only in the surface of the soil, but in the lives and habits of the people as well. True, there is much that is most primitive in the methods employed by the natives, but an occasional American neighbor is bound to have an influence; his more advanced ideas in agriculture are going to be unconsciously absorbed and copied.

Americans as a rule do not isolate themselves in this sort of a way from choice, but of necessity; they are usually health-seekers who find the salubrious climate most beneficial and prefer the unconstraint and freedom of ranch life. During the four or five years' stay many changes will have been wrought by living close to nature and nature's God—health and activity have been restored and to the little abiding place, called home many inexpensive comforts will have been added.

It was in some such complete submission to a decree of destiny on the part of friends which led to a re-arrangement in the prescribed life of their son, that made a day in this interesting country possible to Sarita and me. No, Sarita is not of Spanish descent neither is she a Mexicano, but just a common order of being like myself. Plain Sara does not sound half as musical in this persuasive atmosphere as the more mellifluous name—Sarita—hence the change.

Our "day" did not happen to fall

upon any one of the usual country feast days—Thanksgiving, Christmas or Easter, but in March—blustering, blowing March utterly destitute of a holiday, yet I know of no other time of year when one has a keener relish for a good country dinner. It is true that the surroundings may be uninviting but who stops to consider times or seasons when a rare treat is in store? Hence rising early on the morning of the 20th we hastily ate our breakfasts and with bright and happy faces waited for our "coach and four." Way off to the East there was a suspicious, hazy-like curtain hanging over the mountains which gradually unfolded and finally obscured our view. While all along the horizon beyond the Mesa on the west a cloudy mist was slowly but surely closing in upon us. Wise heads tell us what we had also learned from observation, that such conditions of atmosphere are the sure signs of a coming sand storm. But what cared we for a sand storm!—a day on a ranch, in an adobe, beyond the Rio Grande, in the very heart of New Mexico!—even so disagreeable a thing as a sand storm could not mar our anticipation of pleasure. Promptly at the appointed time came our host, Señor Blanco. By some magic wand the "coach and four" had been transformed into a wagon and two—which only added to our fund of new experiences. The wagon was a low-wheeled one such as I re-

member as having seen back East in the days of pikes, when the road leading to the village school was full of them. Gravel wagons, we called them. I do not know whether they are known by that dignified name here, but they seem to be the conveyance used for Sunday visiting. The horses were as fine a team as might be seen on the "speedway"—perhaps not as glossy and trim, but so far superior to the average ranchman's Mexican ponies that the "Dunbar" suggested itself.

Like Pat O'Toole's horses, "they were perfect matches only the gray one was a little smaller than the black one."

Señor Blanco, with all the gallantry of a courtly Spaniard, assisted us into the wagon. I took the springless seat. O fadeless memory! With a crack of the whip and a puff of the cigar, off we sped. Not over paved streets and well beaten tracks, but through sand and sage brush, up over *acquia* bridges and down again, ruts on the right of us and ruts on the left of us which no driver tries the impossible, of avoiding.

My seat in the back row had been carefully covered with a blanket and a pansy creton cushion which may have improved its looks but not its springiness.

So with toes pried into the planks beneath and a firm grip on the seat in front, I proceeded to enjoy myself. Thus we journeyed on, not by "green, grassy meadows," but

through sandy plains and barren desert.

The first town through which we passed was Baralas, which is wholly Mexican, with its adobe houses and Spanish signs. My friend *Tunda Barata* was seen on several corners. A little ways beyond the village we crossed the old log bridge over the Rio Grandé. It is hard to understand how the dilapidated structure holds together under the stress of the constant travel. It is of two epochs—one half, the original bridge, has an open frame work along the sides and over head, while the other half is without a covering. At some time the Rio Grandé completely changed its course and left the old bridge to ford its dry, sandy channel, thus a second bridge had to be built. The grand old river of bygone Indian days is but a shadow of its former self. During the floods, however, which are caused by the melting of the snow in the Colorado mountains, then it is that the river takes on some of its old glory, and rushes down through the valley at a great rate of speed, covering the lowlands to the width of a mile or more. When the winter's snows are long and deep, all are insured of an abundance of water. The vast agricultural region of the San Luis valley always has the first dip into the Grande, and being a deep one, the country farther south has to be content with what is left.

The notice, printed in both Eng-

lish and Spanish, of a "fine of \$250 for driving over the bridge faster than a walk" is duly read and heeded. Just as though any one could survive the bumps and ridges at a greater rate of speed.

The Mexicans have a way of their own about doing things. Instead of removing a worn out plank and fitting in a good one, the old one is allowed to remain and a three-inch new one is nailed over it, reminding one of the days of plank roads.

After leaving the bridge the road winds through a tract of short-growth cotton wood, while the ground is covered with the frizzy buffalo grass, which is very nutritious and as pasture land is indispensable, as it cures on the stem.

Emerging from this, we re-arrange ourselves, adjust our hats and straighten our backs for entrance into the town with the high-sounding name of *Rancho de Atrisco*. This whole section was ceded by Spain to the original Spanish settlers and to their descendants and was duly recognized by the United States when New Mexico passed into its keeping.

Atrisco, like *Barajas*, is built entirely of adobe and contains a quaint old Catholic church. Many of the houses still retain their black and white signs of mourning over the doors and windows in memory of their beloved Pope.

Just outside the town is a stretch of sandy plain with roads leading

in all directions, yet seemingly leading nowhere. Ask a native to what place the roads lead, the invariable reply is the unanswerable answer, "*Quien Sabe*"? (Who knows?) which means that as far as he is concerned, all further conversation on that line is at an end. Might as well have asked him what song the Sirens sang to lure the brave Ulysses from his course? the answer would have been the same, "*Quien Sabe*?"

The sandy plain was but an introduction to a wide strip of desert over which we had to cross before entering the promised land beyond. The forsaken loneliness of such a spot is something awful. Not a sign of life anywhere, even the unsightly cactus and Mexican *Amoli* (soap weed) refuse to live in such desolation.

The Señor remembered the poor beasts and rested his whip, allowing the horses to plod on at an even jog, while the wheels of our wagon sank deep down into the sand and pebbles.

This gave me an excellent opportunity to relax my clutching members and adjust my bed of pansies.

How delightful to the eyes to see green ahead! the green of the alfalfa ranches whose secret lies in the flowing *acequias*, which are as springs in a desert.

All along on either side of the road were adobe houses, severely plain on the exterior without any

adornments, unless it be an occasional one, with the blue trimmings around the door and windows. The adobe house is the house for the country; it is low and flat, can withstand the winds, is cool in summer and warm in winter. It is neither large nor yet too small: for people who prefer to live in the open air do not need much house room.

With a knowing toss of the head the horses stopped in front of a gate, Mexican make I am sure. There were two sapling posts with barbed wire stretched between. All that was necessary was to take hold of the one sapling walked around in a half circle and the wire did the rest.

The greetings by the Señora, Señor Blanco's wife, Señorita and Señor José were most cordial, confirming the fact that there is a hidden kinship among fraternal friends.

To spend a day in an adobe has been one of my numerous heart's desires and such a snug little place it is, perched up against the white sand hills! There is a familiarity about the low flat roof and unbroken walls—its front door in the middle with a window on either side. Beside the door is a dangerous looking gun which at once suggests lurking savages, but the recently killed ducks lying by the doorway recount the morning hunt.

The adobe has two rooms with a hallway between two doors, one

at either end of the hall. The rooms are large with the beam ceilings, plastered walls and board floors, while the hallway is in the rough with unfinished sides and earth floor. One room is used for the bedroom, while the other is sitting room, diningroom and kitchen all in one. In the little kitchen window were boxes of tomato plants, reminding me of another kitchen window of long ago.

The dinner? Well, who ever could describe a country dinner and do it justice! Suffice it to say, that we did not have to wrangle with a long menu with senseless names and seasonless viands, but that it all came on the table at one time and without any meaningless ceremony the steaming dishes were passed 'round. We ate on, without any compunctions of conscience that some members of the family had to wait on account of a shortage of dishes.

Leaving the table to take care of its depleted stock, we adjourned to the sunshine, only to find that the threatened sand storm of the morning was fast becoming a present reality. We had time, however, to look about and see the landia mountains looming up far to the east, while the sand hills were at our very backs. This American ranch is not a thousand-acre ranch, as we are accustomed to think of ranches, but of seventy acres, sixty acres of which is in one large field of alfalfa which lies di-

rectly in front of the house and adds greatly to its charm. Alfalfa should be planted in every door yard, as it grows much easier and with less water than grass; then too it is almost always green. Fruit trees and grape vines have been planted and since both grow and bear abundantly in this soil and climate, it will not be very long before Señor José will be sending fruit to his Eastern cousins.

But while we are musing the sand blows on, so gathering up two mother hens, baby chicks and coops we rush into the house, giving our feathered friends the hallway with their houses set in order, while we chatted around the kitchen stove. You know—the restful feeling of unrestraint which hovers around just such little company—and perhaps can vividly recall similar occasions when with father, mother and friends you lingered long around the kitchen fire cracking

nuts, popping corn and begging for just *one* more story. Pity the one who has never had the pure, simple experiences of country life!

Time and tide and sand storms as well wait for no one, so with the approach of waning sun we bade our friend *adios*—and went out into the fury of a blinding storm. A fresh team with Señor José for driver soon covered the distance and landed us safely in our *Casa de Oor*.

Should I like to live on such a ranch? Well, just a word. It is an ideal place for “two souls with but a single thought;” without the two souls and the one thought life would be unbearable, surrounded by such utter desolation and silent loneliness.

[NOTE—Señor Blanco, referred to in the above article, is Col. W. J. White, formerly superintendent schools, Dayton, Ohio.—Ed.]

O. T. R. C. DEPARTMENT.

THE PUPILS' READING COURSE.

Reading has always been considered one of the most important branches in the school course and much thought has been given by teachers and superintendents as to the best methods of teaching it. In later years there has come to all thoughtful persons the full reali-

zation of the extreme importance of directing the reading of pupils after they have been taught the mechanical process.

With our schools open in the majority of districts from eight to ten months each year and with compulsory education laws effective in compelling attendance, the ability

to read is rapidly becoming universal. How to direct this ability and render it a blessing rather than a curse is a most vital question. In the attempt to answer this question in the best way, there are many important agencies at work, but no one of these agencies is worthy of greater confidence or heartier co-operation than the Ohio Pupils' Reading Circle which, under the competent management of the Board of Control of the O. T. R. C., is doing a splendid service for the schools of the state. The following list of books, taken from the O. T. R. C. bulletin, is worth careful preservation and consideration by all teachers and parents:

PUPILS' ELEMENTARY COURSE.

NOTE—In this course the three books first named have for their subject matter, literature, history, nature. If an equivalent for one of these be chosen from the others it should be of the same kind as the one passed over.

SECOND YEAR.

1. A Child's Garden of Verses.
2. The Hiawatha Primer.
3. Bass's Stories of Plant Life.
1. Fable and Folk Stories.
2. Little People of the Snow.
3. Murche's Science Readers, Book I.
4. Classic Myths.
5. The Story of Washington.
6. Nature's Byways.
7. Æsop's Fables.
8. Marjorie's Doings.
9. Wake Robin Series, Vol. I.
10. Schwatka's Children of the Cold.
11. Stories

- of Humble Friends.
12. Around the World, Book I.
13. The Story Reader.
14. Stories of Great Artists.
15. In Mythland.
16. Stories of Our Own Country.
17. Wiltse's Folklore Stories and Proverbs.

THIRD YEAR.

1. Seven Little Sisters.
2. Stories of Great Americans for Little Americans.
3. Around the World, Book II.
1. Pussy Meow.
2. Four Stories of Life and Adventure.
3. Our Feathered Friends.
4. Each and All.
5. Stories Mother Nature Told Her Children.
6. Bass's Stories of Animal Life.
7. Stories of My Four Friends.
8. Wake Robin Series, Vol. II.
9. Chatty's Readings in Elementary Science, Book I.
10. Murche's Science Readers, Book II.
11. Little Polly Prentiss.
12. A Boy on the Farm.
13. The Book of Nature Myths.
14. Animals at Home.
15. Stories of Country Life.
16. Stories of Red Children.
17. Child of the Palm Lands.
18. Ramee's Bimbi.

FOURTH YEAR.

1. Prince Darling.
2. Stories of American Life and Adventure.
3. Ten Common Trees.
1. Black Beauty.
2. History Reader for Elementary Schools.
3. Uncle Robert's Visit.
4. The Child Stories from the Masters.
5. Eggleston's First Book of American History.
6. Murche's Science Readers, Book III.
7. The Birds' Christmas

Carol. 8. Ten boys on the Way from Long Ago to Now. 9. Wake Robin Series, Vol. III. 10. Eugene Field Book. 11. Scudder's Book of Legends. 12. Calendar Stories. 13. Chatty Readings in Elementary Science, Book II. 14. Tarr & McMurry's Home Geography. 15. Fifty Famous Stories Retold. 16. When Mother Was a Little Girl. 17. Corn Plants. 18. King Kindness and the Witch. 19. Rolfe's Fairy Tales. 20. Bobtail Dixie. 21. Word History in Myth and Legend. 22. Insect World. 23. Old Mother Earth.

FIFTH YEAR.

1. Tanglewood Tales. 2. Four Great Inventors. 3. Carpenter's North America. 1. The King of the Golden River. 2. Stories of the American Revolution, 1st Series. 3. Murche's Science Reader, Book IV. 4. Among the Giants. 5. Little Journeys to Cuba and Porto Rico. 6. Short Stories of Our Shy Neighbors. 7. Robinson Crusoe. 8. Starr's American Indians. 9. Lobo, Rag, and Vixen. 10. Chatty Reading in Elementary Science, Book III. 11. Mabie's Norse Stories. 12. Lang's The Animal Story Book Reader. 13. Aunt May's Bird Talks. 14. Jackanapes and the Brownies. 15. Colonial Children. 16. Wood Folk at School. 17. The Wide World. 18. Blaisdell's Stories from English History.

SIXTH YEAR.

1. Spyri's Heidi. 2. On the

Frontier with St. Clair. 3. Carpenter's South America. 1. Little Men or Little Women. 2. Stories of American Revolution, Second Series. 3. Products of the Soil. 4. Hawthorne's Wonder Book. 5. Catherwood's Heroes of the Middle West. 6. Keyser's News from the Birds. 7. Greek Gods, Heroes and Men. 8. Venable's Tales of Ohio History. 9. Squirrels and Other Fur Bearers. 10. Lamb's Adventures of Ulysses. 11. Stories from English History. 12. A Dog of Flanders and the Nurnberg Stove. 13. The Story of China. 14. The Boer Boy. 15. King Arthur and His Knights. 16. Camps and Firesides of the Revolution. 17. Stories of Lafayette. 18. Strange Lands Near Home. 19. Blaisdell's Hero Stories from American History. 20. Greene's King Arthur and His Court. 21. Long's Secrets of the Woods.

SEVENTH YEAR.

1. Evangeline and Miles Standish. 2. The Boy General. 3. Carpenter's Europe. 1. Scudder's Life of Washington. 2. Fiske's War of Independence. 3. Carpenter's Asia. 4. Bunyan's Pilgrim's Progress. 5. The Pilot of the Mayflower. 6. Crusoe's Island. 7. Swiss Family Robinson. 8. Guerber's Stories of the Thirteen Colonies. 9. More About the Weather. 10. Tom Brown at Rugby. 11. Dickens's Child's History of England. 12. Birds and

Bees. 13. The Cable Story Book. 14. Peter Cooper. 15. Rab and His Friends and Other Dog Stories. 16. The Peasant and the Prince. 17. How Our Grandfathers Lived. 18. Stories of Old France. 19. Northern Europe. 20. Judd's Wigwam Stories. 21. The Triumphs of Science.

EIGHTH YEAR.

1. Whittier's Snowbound, Among the Hills, and Songs of Labor. 2. Shawan's Glimpses of Europe. 3. Krag and Johnny Bear. 1. Lamb's Tales from Shakespeare. 2. Conquest of the Old Northwest. 3. Burrough's Sharp Eyes and Other Papers. 4. Poe's The Gold Bug. 5. Guerber's Story of the English. 6. Bradford Torrey's Every Day Birds. 7. Hiawatha. 8. Franklin's Autobiography. 9. Landseer (Riverside Art Series). 10. Selections from Irving's Sketch Book. 11. Guerber's Story of the Romans. 12. Stephen A. Douglas. 13. Brook's The Story of King Arthur. 14. The Jungle Books. 15. Treasure Island. 16. The Spanish in the Southwest. 17. Real Things in Nature. 18. Under Sunny Skies. 19. Holden's The Sciences. 20. Ways of the Six-Footed. 21. Story of Our Country in Poetry and Song—J. C. South. 22. The Story of the Britons—Herbert M. Skinner.

HIGH SCHOOL COURSE.

FIRST YEAR.

1. Shakespeare's Merchant of Venice. 2. Scott's Ivanhoe. 3. Burroughs's Riverby. 4. Andrew Jackson (Riverside Biographical Series). 5. Tennyson's Elaine, Enoch Arden, and Ulysses. 6. Irving's Alhambra. 7. The Story of the Iliad. 8. The Story of the Odyssey. 9. Scott's Lady of the Lake. 10. Scott's Lay of the Last Minstrel. 11. Shakespeare's As You Like It. 12. Cooper's The Spy. 13. Gayley's Classic Myths. 14. Keyser's In Bird Land. 15. Widow O'Callaghan's Boys. 16. Millet (Riverside Art Series). 17. The Pilgrims in Their Three Homes.

SECOND YEAR.

1. Shakespeare's Julius Cæsar. 2. James B. Eads (Riverside Biographical Series). 3. The Last of the Mohicans. 4. Bryant's Poems (English Classics No. 47). 5. Guerber's Myths of Greece and Rome. 6. Morse's Life of Jefferson—Statesmen Series. 7. Shakespeare's Henry VIII. 8. Matthews's Getting on in the World. 9. Lodge's Alexander Hamilton—Statesmen Series. 10. King's Ohio Commonwealth Series. 11. Bulwer's Last Day's of Pompeii. 12. The Story of Oliver Twist. 13. Webster's Orations on Adams and Jefferson, or Webster's Bunker Hill Orations. 14. Reynolds (Riverside Art Series).

THIRD YEAR.

1. Shakespeare's Macbeth. 2. Tennyson's Princess. 3. Coleridge's Rime of the Ancient Mariner. 4. Early American Orations. 5. Thoreau's Cape Cod. 6. Hawthorne's The House of Seven Gables. 7. Words of Lincoln. 8. Palgrave's Golden Treasury. 9. Macauley's Second Essay on Chatham. 10. Raphael (Riverside Art Series). 11. Epoch-making Papers.

FOURTH YEAR.

1. Shakespeare's Macbeth. 2. Milton's L'Allegro, Il Penseroso, Comus, and Lycidas. 3. Burke's Speech on Conciliation with America. 4. Macauley's Essay on Addison and Milton. 5. Sir Roger de Coverley Papers. 6. Goldsmith's Vicar of Wakefield. 7. Carlyle's Essay on Burns. 8. Lowell's Vision of Sir Launfal. 9. George Eliot's Silas Marner. 10. Shakespeare's Coriolanus. 11. Rembrandt (Riverside Art Series).

HELPS, HINTS, AND SUGGESTIONS.

PUPILS' EXAMINATION.

April 16, 1904.

(Under Act of March 28, 1902.)

ORTHOGRAPHY.

1. What letters are vowels? Can you have a syllable which contains no vowel? 2. What is the force and meaning of the following affixes: Inter, intro, trans, acy, enness? 3. When is the final *e* retained in verbs ending in *ee* or *oe*? 4. Mark correctly the pronunciation of the following words: Condemn, endorse, biography, almanac, cabinet. 5. Spell the following words as pronounced by the examiner: (1) Ecstasy, (2) imminent, (3) cinder, (4) irreparable, (5) supersede, (6) effervescence, (7) policy, (8) bilious, (9) parallel, (10) autocrat, (11) populace, (12) albumen, (13) modern, (14) senior, (15) franchise, (16) chyme,

(17) oxygen, (18) perceive, (19) persevere, (20) perspire.

WRITING.

NOTE — Applicant will copy the following in his best handwriting, giving care to punctuation and capitals:

Build thee more stately mansions,
O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than
the last,
Shut thee from heaven with a dome
more vast,
Till thou at length art free,
Leaving thine outgrown shell by
life's unresting sea.

READING.

Examiner will have applicant read from standard authors.

GRAMMAR AND COMPOSITION.

NOTE — Applicant will select any eight questions:

1. Name the parts of speech. 2. What is gender? How can you tell the masculine and feminine genders? 3. What is an adverb? Classify adverbs. 4. Write a synopsis of the verb *strike* in the first person plural of the indicative and subjunctive modes. 5. Give rules of syntax with reference to nouns, pronouns and verbs. 6. Analyze or diagram the following: "The morals of a community are improved when there is a body of well educated people in it." 7. What is meant by a phrase? How many kinds are there? Give examples. 8. Write a letter to some firm, making an application for a position. 9. Parse the words in italics: *Who is that man standing at the corner? The man who walked a mile was weary.* 10. How is the passive voice formed? Give sentence containing a verb in active voice and then change sentence to passive construction. 11. Write an essay of fifty words on "The Advantage of a High School education." 12. Give the gender of the following: Bride, monk, Jew, administratrix, duke.

GEOGRAPHY.

NOTE — Applicant will select any eight questions.

1. Name the principal cities located in the Mississippi Valley. Which one is of importance at present? 2. Name five chief exports of the United States, and tell in what part each is produced. 3. What is a plateau? Name and locate three. 4. Name the chief nations of Europe and give capital of each. 5. State briefly the causes

of change of season. 6. What is the general direction of mountain chains in the Western Hemisphere; in the Eastern? 7. Name the principal islands of the East Indies. 8. Bound New York, giving capital and chief mineral product. 9. What important canal is being constructed and what waters will it connect? 10. Locate: Port Arthur, Seoul, Vladivostock and Harbin. 11. Describe the Rhine River. 12. What are the chief industries of Ohio? 13. Bound your county and name the county-seat.

PHYSIOLOGY.

NOTE — Applicant will select any eight questions:

1. Define physiology, hygiene and anatomy. 2. What is a gland? Name the largest gland of the human body, and give its function. 3. Trace a drop of blood from the heart through the circulatory system. 5. Describe a joint; classify joints. 6. Classify muscles and state their uses. 7. Why does man need a variety of foods? 8. Name the bones of the leg and foot. 9. What is the effect of a narcotic upon the brain; upon the heart? 10. Give a brief description of the eye. 11. Name the kinds of food. Explain the general plan of digestion. 12. Is alcohol assimilated?

UNITED STATES HISTORY, INCLUDING CIVIL GOVERNMENT.

NOTE — Applicant will select any eight questions:

1. Name the thirteen original Colonies. 2. What were the causes that led the nations of the Old World to make explorations and settlements in America? 3. What was the first permanent settlement? The first Spanish settlement? 4.

What were the Navigation Acts? What were the Alien and Sedition Laws? 5. What were the causes of the War of 1812? 6. When was the Reconstruction Period, and why so called? 7. Give the divisions of our government and the function or duty of each. 8. How are United States senators elected? What are their qualifications? 9. How is the President elected? 10. What are the purposes of the Constitution as set forth in the preamble? 11. Who were the following: Robert Fulton, DeWitt Clinton, Alexander Hamilton, Stephen A. Douglas, Cyrus McCormick? 12. Name and give dates and causes of the Inter-colonial Wars.

ARITHMETIC.

NOTE — Applicant will select any eight questions:

1. Find the amount on \$100 at 6% interest payable annually, no interest having been paid for four years and six months. 2. How many bushels will the smallest bin contain that can be emptied by taking out either 7, 10 or 30 bushels at a time? 3. A firm had $\frac{1}{4}$ of its capital invested in goods, $\frac{2}{3}$ of the remainder in land, and the remaining \$1,224 in cash. What was the firm's capital. 4. There is a lot whose dimensions are 24 feet, 60 feet, 48 feet and 72 feet. What will be the length of the longest possible boards that will exactly enclose it without cutting the boards? 5. A can do a piece of work in 8 days, B in 12. How long will it take both to do the work? 6. What must be asked for apples that cost \$3.00 per bbl., that I may reduce my asking price 10% and still gain 20%? 7. What will it cost to carpet a room 25 feet by 30 feet with carpet 30 inches wide at \$1.25

per yard? 8. What will it cost, at 25 cts. per cubic yard, to dig a cistern 10 feet in diameter and 12 feet deep? 9. A and B form a partnership for one year. At beginning of year A put in \$1,200, B \$1,000; at end of six months A put in \$100 more. The gain for the year was \$250. Find each one's share. 10. Which is the better investment — 5% stocks at 120, or 4% stocks at 80? 11. Extract the square root of 54329781 to one decimal. 12. Make out a statement of seven items of goods purchased at a grocery.

ARITHMETIC.

By Prof. Edson M. Mills, Department of Mathematics, Ohio State Normal School, Ohio University.

1. The number of boys at a party was 75% of the number of girls; but if 7 more boys had come, the number of girls would have been exactly 75% of the number of boys in attendance. How many persons attended the party?

SOLUTION.

Let 400% = the number of girls,
and

300% = the number of boys.

Then,

300% + 7 = supposed number of boys in attendance.

Then since the number of girls is only 75% or $\frac{3}{4}$ of the supposed number of boys, we have

$400\% = \frac{3}{4} \text{ of } (300\% + 7) = 225\% + 5\frac{1}{4}.$

$\therefore 175\% = 5\frac{1}{4}.$

$1\% = 1\frac{1}{8} \text{ of } 5\frac{1}{4} = 1\frac{3}{8}.$

$400\% = 400 \times \frac{3}{100} = 12$, the number of girls, and

$300\% = 300 \times \frac{3}{100} = 9$, the number of boys. Then,

$12 + 9 = 21$, number at party.

2. I sold an article at a gain of 40%; but if it had cost me 25% less, and had sold for \$2 more, the gain would have been equal to the cost. Find the cost.

SOLUTION.

Let 100% = equal actual cost.

40% = rate of gain on this cost; then

140% = selling price.

75% = the supposed cost of the article, and

$140\% + \$2$ = the supposed selling price. Then

$(140\% + \$2) - 75\% = 65\%$

+ \$2, the supposed gain; and since the supposed gain is equal to the supposed cost, we have

$75\% = 65\% + \$2$,

$10\% = \$2$, and

$100\% = 10 \times \$2 = \20 , actual cost as required.

3. The product of the first and second of three numbers is 40; of the first and third is 60; and of the second and third is 96. Find the sum of the three numbers.

SOLUTION.

(1) First \times Second = 40,

(2) First \times Third = 60, and

(3) Second \times Third = 96.

\therefore (First)² \times Second \times Third = 2400, multiplying (1) by (2).

\therefore (First)² = 25, by dividing the preceding equation by (3).

\therefore First = 5. Now since the *first* number is 5, we may readily determine the second and third numbers from (1) and (2).

Second = 8, from (1), and

Third = 12, from (2).

$\therefore 5 + 8 + 12 = 25$, the sum of the three numbers.

4. The boys of a certain school can march in files of 3, 7 or 9, without leaving any out; they can also form themselves into a perfect square; how many boys are there?

SOLUTION.

The least common multiple of 3, 7 and 9 is 63.

\therefore 63 would be the least number that would satisfy the condition that they march in files of 3, 7 and 9 without leaving any out. Any number of times 63 would evidently satisfy this condition.

$63 = 9 \times 7$; the only factor of 63 that is a perfect square is 9. The smallest integral number by which 7 may be multiplied to render it a perfect square is 7.

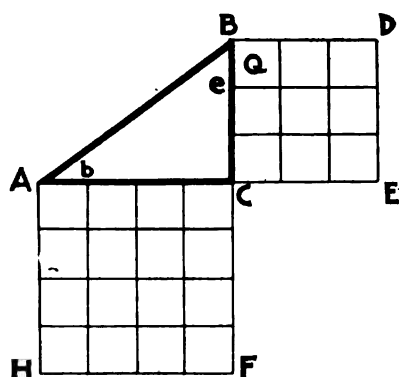
$\therefore 63 \times 7 = 441$, the required number of boys.

5. The perimeter of a right tri-

angle is 120 feet, and its altitude is $\frac{3}{4}$ of its base. Determine the sides of the triangle.

SOLUTION.

Let ABCD be the triangle of the problem, rightangled at C. Construct the squares CBDE and ACFH upon the altitude and base respectively. Since the altitude is to the base as 3:4, these squares

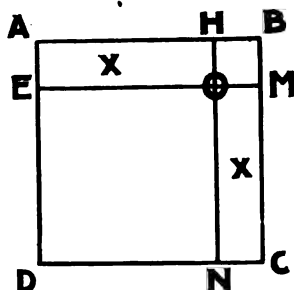


may be divided into 9 and 16 *small* squares as shown in the diagram. $9Q + 16Q = 25Q$. Now, since the square described upon the hypotenuse of a right-triangle is equal to the sum of the squares described upon the other two sides, it follows that a square constructed upon AB could be divided into 25 small squares as Q. Therefore, the number of small squares whose sides would be adjacent to AB, would be equal to the square root of 25 or 5. Hence

$$\left. \begin{array}{l} AB = 5Ab \\ BC = 3Be, \text{ or } 3Ab \\ AC = 4Ab \end{array} \right\} \therefore \begin{array}{l} AB + BC \\ + AC = \\ 12Ab = \\ 120 \text{ ft.} \end{array}$$

$$\therefore \begin{array}{l} Ab = 10 \text{ feet,} \\ AB = 50 \text{ feet,} \\ BC = 30 \text{ feet, and} \\ AC = 40 \text{ feet.} \end{array}$$

6. The difference in the squares of two consecutive numbers is 175. What are the numbers?



SOLUTION.

Let AB represent the larger of the two consecutive numbers, and AH the smaller. Then, since the difference between two consecutive numbers is 1, $HB = 1$. Construct the square ABCD, and take $MB = HB$. Then, draw Hn and Em respectively parallel to BC and AB. Square EOND is the square of the smaller of the two numbers; and it follows that the two equal rectangles marked X, and the square HOMB have a combined area equal to 175, since they comprise the dif-

ference of the squares of the two numbers. Since the side of square HBMO = 1, its area is one square unit.

$\therefore 175 - 1 = 174$ square units, area of the two equal rectangles, marked X. Then, $\frac{1}{2}$ of $174 = 87$ square units = area of one of the

equal rectangles as AHOE. Since the area of a rectangle divided by its breadth would give the length, we have $87 \div 1 = 87 = AH$. Then $AB = 87 + 1 = 88$.

\therefore The two consecutive numbers are 87 and 88.

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PAPER.	POSTOFFICE.
American Education.....	Albany, N. Y.
American Journal of Education.....
.....	Milwaukee, Wis.
American Primary Teacher.....	Boston, Mass.
American School Board Journal.....
.....	Milwaukee, Wis.
Canadian Teacher.....	Toronto, Can.
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Missouri School Journal.....	Jefferson City, Mo.
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Midland Schools.....	Des Moines, Iowa.
Mississippi School Journal.....	Jackson, Miss.
Nebraska Teacher	Lincoln, Neb.
Ohio Educational Monthly....	Columbus, Ohio.
Pennsylvania School Journal....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary School.....	New York, N. Y.
Primary Education.....	Boston, Mass.
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.....	Taylorville, Ill.
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Texas School Journal.....	Austin, Tex.
Virginia School Journal.....	Richmond, Va.
Western School Journal.....	Topewa, Kas.
Western Teacher	Milwaukee, Wis.
Wisconsin Journal of Education.....
.....	Madison, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, June 28 to July 1, 1904. The president of the association is John W. Cook, DeKalb, Ill.

THE next state examinations will be held in Columbus, June 14-16, and December 27-29, 1904. Supt. Arthur Powell, Middletown, is president of the board, and Supt. C. C. Miller, Lima, clerk.

ALMOST any dabbler can stir the water in a horse-track so as to make it seem deep, but he is an expert who can so clarify the water in a well as to make it seem shallow.

THE extent of the teacher's circle of illumination depends upon

the power and constancy of the light at the center, and the teacher himself is the keeper of the lighthouse.

SOME one has said that successful teaching consists mainly in interposing the fewest possible obstacles in the way of the pupil's development. This may be true but, if so, it is not specially flattering.

NOTHING militates so surely against the progress of the pupil as discouragement and the teacher who causes the clouds of discouragement to vanish has done something really worth while and may well have credit for a full day's work.

IF the teacher's desk has the semblance of a cyclonic collection of archæological, botanical, and geological exhibits; if the window-shades are torn, and the blackboards disfigured with unsightly hieroglyphics, there is small comfort to be had from contemplating the high grade of his certificate. He should be the curator of a junk-shop.

THE warden of the Ohio Penitentiary in making an appointment some weeks ago, said, "I have appointed him night teacher because he can do nothing else." Surely

that was a good and sufficient reason. The teacher must have felt flattered, too. What a crowning virtue is frankness. Supt. Roller, Niles, Ohio, "please copy."

"THE good is the enemy of the best." This is an adage which has frequent exemplifications in society when the interests of the schools are involved. Sometimes a man, otherwise good, stands in the way of progress by discouraging every movement that looks toward improvement. To his way of thinking the schools are better than they were twenty years ago, and therefore, are good enough.

WE are often led to wonder what teacher is wise enough to grade deportment in terms of per cents. and what the standard for such grading. The teacher who can do this without injustice ought to be able to comprehend all the mysteries of heredity, all the influences of the home, all the influences of the weather, as well as the effects of poor ventilation and a hundred other elements that enter into the child's life.

WHEN she comes into the room it seems the coming of the morning bringing life and health and brightness. She does not sweep into the room; neither does she

steal in, nor yet creep in. She comes in and all are glad of her coming. In her greetings there is no patronizing, no deprecating, but simplicity honest and natural. She is gentle, but not weak. She is kind, but not obsequious. She is dignified, but not supercilious. There is that about her that holds every one up to his best. She does not preach, nor is there need. She needs only be there.

MATTHEW ARNOLD once said, "To be recognized as a master, or even as a seriously and eminently, worthy workman in one's own line of intellectual or spiritual activity is indeed glory." Upon a certain occasion Dr. J. W. Redway was to deliver an address in London and wishing to refresh his mind upon some points of the subject of his address he went to the British Museum and asked for the best literature they had on this particular subject. After some time the librarian returned with an article, remarking that that was the best article on the subject that had been written. Dr. Redway read along for a time, wondering where he had seen that before, when looking further he discovered that it was an article of his own translated into French.

A LOVE of fair play is one of the inherent attributes of childhood,

and the teacher who fails to recognize this does violence to the child's nature. Whether on the playground or in the class-room the child is quick to see anything that savors of unfair dealing. The teacher owes it to himself, therefore, as well as the pupil to stand out in the open at all times and not to take refuge behind anything like subterfuge in his dealings with his pupils. To win the boy is often a much greater victory than to solve the problem and nothing short of fair play will do this. Even if occasion arises for discipline, this same principle holds good, and the boy realizes the justice of the measures resorted to. Nor is it necessary that this should alienate the pupil. Quite the contrary.

AGAIN we find ourselves in the midst of commencements with all that the term implies. With flowers all about us and happy faces it may appear ungracious to view in retrospect the year's work, but it can do no harm to compare what has been done with what might have been done. So happy are the graduates that they are likely to arrive at the conclusion that the best possible has been done for them, but if they should, by any chance, be disillusioned by a wider experience in the future the brilliant hues of their diplomas may be dimmed and the teacher himself may descend from his pedestal. Hence the commence-

ment season becomes to the true teacher a time for reflection. Oliver Wendell Holmes once said: "We must be as courteous to a child as to a picture; give it the advantage of the best light."

It may be just as well not to put Ian Maclaren's book, "Young Barbarians" on the "required list" or to include it in the requirements for admission to college but, on the quiet, it has much in it that appeals to a hearty, vigorous boy, who admires manly qualities. Moreover, it isn't a bad book for the teacher in that it reveals some traits of the teacher that win a boy's respect and admiration. There is in this book a prayer, offered up by the teacher, which ought to be memorized and fervently repeated when the importance of books looms large upon our mental horizon. This is the prayer: "Lord, deliver the laddies before Thee from lying, cheating, cowardice and laziness, which are as the devil. Be pleased to put common sense in their hearts, and give them grace to be honest men all the days of their life."

WE are constrained to call especial attention to the article on manual training by Supt. T. A. Edwards, which appeared in the MONTHLY for April. This article is worthy of more than a single reading. The arguments are sound,

are logically and cogently expressed, and must carry conviction. Emphasis is placed upon the psychological rather than upon the utilitarian phase of manual training and surely here is where the emphasis belongs. If through manual training the boy can be helped to find himself it has for that boy a value far beyond the power of earning daily bread. As Reuben Post Halleck once said, "That day is the happiest one for the teacher when he feels that he can hand the boy over to himself." This sentence epitomizes the fundamental objects of manual training as will be seen from a thoughtful re-reading of Supt. Edwards' article.

PRINCIPALS of high schools are again about entering upon their annual struggle with inexorable fate in the form of college requirements. They have pupils fitting for various colleges no two of which have the same requirements, and the principal is supposed to have the ability to so adjust the machinery of his school as to accommodate it to all these various requirements, without doing violence to the work of the schools as a whole. We concede the omnipotence, though with a grim smile, of some of these colleges, but yearn for the joy that would ensue from seeing with our own eyes their certificates of omniscience. High schools have a right to grow restive under the tyranny

of some of these colleges that stick on microscopic technicalities. As Dr. John M. Coulter said in a recent address before the Michigan Schoolmasters' Club: "Some of the colleges seem to be more particular about the raw material than about the finished product."

IF our pupils today are a little dissatisfied with their work of yesterday; if they practice a little finer discrimination in their choice of words today than they did yesterday; if they examine into the ramifications of the subject a little more carefully than they did yesterday; if they are a little more exacting as regards the quality of the work that comes from their own hands than they were yesterday; if they show a little more delicate recognition of the rights of others and a little finer appreciation of others' feeling than they did yesterday; if, in short, they have advanced even a little step in the right direction, then the teacher has cause for encouragement. Progress is the law of life and this furnishes us a standard with which to measure the results of our efforts. Education may be viewed as the process of elevating and bettering the standards of thought and life in our pupils.

THE teacher at times loses heart and feels that he is rowing against

the current, that he does not receive the recognition that is due him, and that it were better to turn about and drift. He thinks that some smile of fortune must have helped others and that his own lot is far harder than theirs ever was. A traveler with his guide was going up a mountain when a storm burst upon them in great fury. The traveler wanted to turn back but the guide urged him forward and soon, standing in the sunlight, they saw the storm raging below them. Sunlight is often nearer just ahead than behind us. The engineer sometimes sees danger menacing him in front, but instead of reversing he pulls the throttle wide open and takes this one chance of saving the lives of those in his keeping and his own. After taking the first line of forts at Missionary Ridge the brave fellows rushed on up the hill without orders and so wrote one of the brightest pages in the history of warfare. It is just possible that others are better judges of us than we are of ourselves. But, at any rate, no one ever appears to the best advantage on a retreat.

THE DR. WILLIAM HARRIS PORTRAIT.
A Remarkable Offer to Ohio Teachers and Schools.

Editor Bruce of *The American School Board Journal* has recently reproduced the \$1,000 oil painting of Dr. William T. Harris, United States Commissioner of Education.

This painting by the famous German artist, Herr Robert Schade, is a most remarkable life-like production and the reproduction with the color-stone process, requiring twelve distinct printings, has brought out all the characteristics of the original including every shade and color.

HOME, OFFICE, OR SCHOOLROOM
DECORATION.

The deep and rich coloring of the canvas makes the picture an attractive ornament aside from the fact that the subject itself makes it an appropriate one. In the home as well as the office or schoolroom, its presence on the walls is a constant tribute to the cause of education, and lends dignity to its surroundings.

The size of the portrait proper is 17x21 inches with a blank margin of two inches, making the whole 21x25 inches, most suitable for framing purposes. The surface is so roughened as to give it the canvas effect.

IN order to enable the teachers of Ohio and their friends to secure this portrait, which is usually quoted by supply houses at from \$5.00 to \$10.00, we have made arrangements with Mr. Bruce by means of which we can make the following

REMARKABLE PROPOSITION.

This offer, *which holds good till July 1, 1904, for both renewals and*

new subscribers, has probably never been equalled for liberality. We will send:

Ohio Educational Monthly, 1 year, \$1.00; American School Board Journal, 1 year, \$1.00; Dr. William Harris' Portrait, \$5.00; total, \$7.00.

\$7.00 WORTH — ALL FOR \$2.00.

CASH MUST ACCOMPANY EACH ORDER AND REMEMBER THE OFFER HOLDS GOOD ONLY TILL JULY 1, 1904.

The editor is happy to complete the arrangements for making this proposition just as he is leaving for his European trip and it is hoped that all the readers of the MONTHLY will take advantage of it and secure this splendid portrait of our honored Commissioner of Education practically free, as the \$2.00 simply pay for the subscription to the MONTHLY and *American School Board Journal* at the regular subscription. If our subscribers will send us names of teachers who will be interested in this offer, the favor will be greatly appreciated.

All orders should be sent to O. T. Corson, editor OHIO EDUCATIONAL MONTHLY, Columbus, O.

UNCLE TUCKER'S NATURE STUDY.

Uncle Tucker, let it be understood, is one of the minor characters in a recent novel. As a soldier in the Civil War he lost a leg and an arm in battle and is largely dependent upon the good

offices of others. But, withal, he is a very cheerful man and seems to extract much comfort from life, even in his helplessness. In philosophy he is an optimist, and in daily life he is condensed sunlight. His favorite study is Nature, and he brings to the study of the subject such sympathy and good sense as challenges our admiration and makes us wish to be like him in this regard. Here are a few quotations that will reveal the old man's character, and possibly deepen our own interest in the world about us:

"If I'd kept my leg and arm I dare say I'd be strutting around on one and shaking the other in the face of God Almighty just as I used to do. A two-legged man is so busy getting about in the world that he never has time to sit down and take a look around him. I tell you I see more in one hour as I am now than I saw in all the rest of my life when I was sound and whole. Why, I could sit here all day long and stare up at that blue sky, and then go to bed feeling that my twelve hours were full and brimming over. If I'd never seen anything in my life but that sky above the old pine, I should say at the end, 'Thank God for that one good look.'"

* * *

"Why, I'd been sitting out here an hour or more, longing for the spring to come, when suddenly I looked down and there was the first dandelion, a regular miracle, bloom-

ing in the mould about that old rose-bush. Look at that dandelion, now it has filled two hours chock full of thought and colour for me when I might have been sitting indoors and raging at God Almighty about trifles. The time has been when I'd have walked right over that little flower and not seen it, and now it grows yellower each minute that I look at it, and each minute I see it better than I did the one before. There's nothing in life, when you come to think of it—not Columbus setting out to sea nor Napoleon starting on a march—more wonderful than that brave little blossom putting up the first of all through the earth."

* * *

"If a man can't find something to interest him in a world like this, he must be a dull fellow or else have a serious trouble of the liver. So long as I have my eyes, and there's a different sky over my head each day, and earth, and trees, and flowers all around me, I don't reckon I'll begin to whistle to boredom."

* * *

"You're right, Uncle Tucker, it's all wonderful. I never saw such a sunset in my life."

"Ah, but you haven't seen it yet," said Tucker. "I've been looking at it since it first caught that pile of clouds, and it grows more splendid every instant. I'm not an over-religious body, I reckon, and I've always held that the best compliment

you can pay God Almighty is to let Him go His own gait and quit advising Him; but, I declare, as I sat here just now I couldn't help being impertinent enough to pray that I might live to see another."

"Well, it's a first-rate one; that's so. It seems to shake a body out of the muck, somehow."

"I shouldn't wonder if it did; and that's what I told two young fools who were up here just now asking me to patch up their first married quarrel. 'For heaven's sake, stop playing with mud and sit down and watch that sunset,' I said to 'em, and if you'll believe it, the girl actually dropped her jaws and replied she had to hurry back to shell her beans while the light lasted. Beans!"

**ON AND ABOUT THE BLUE
MEDITERRANEAN.**

HOTEL COCUMELLA,
SORRENTO, ITALY,

April 1, 1904.

At last some warmth has been found and the beautiful sunshine in which this is written is gratefully appreciated. We had almost lost all hope of ever being warm again in this world and were contemplating with some resignation and even a little satisfaction the remark made by Bob Burdette as he stood by the "spare bed" and turned back its icy sheets—"I wonder who was laid out here last. Whoever he may have been, I would willingly change places with him for a few minutes till I could get my

feet warm." With the experience of the last few days in mind one can not help but smile as he thinks of the labored explanations inflicted upon the poor school children as to the causes of the warm climate of Italy in latitude corresponding to that of Ohio. Only yesterday in driving eleven miles to this place, we passed through a hail storm that would do honor to the month of March in any clime and the cheerful fire—the first seen since leaving home—that greeted us upon our arrival here proved that even "sunny Italy" has its off days when nature needs help in dispensing comfort. Perhaps, it is the "exceptional weather" that exists in all places when visitors call.

Our first stop on the voyage was in Gibraltar where a few hours' visit convinced us that the phrase, "standing like a Gibraltar," which we have heard used at high school commencements, is all right. It is a substantial looking rock and the English troops, to the number of 6,000 or 7,000, certainly have an easy task in defending it. A drive over the town and a climb to the lower galleries of the great fortifications convinced us that everything was safe and we passed on to Algiers, the trip in sight of the African coast being one of the most pleasing of the entire voyage.

Algiers was a surprise to many of us who either had never learned or had forgotten that it is a finely built and well-kept city of nearly

100,000 people. The "Arab village," most densely populated, reminded us of some of the less acceptable quarters of any American town, while the French portion of the city would be a credit to any country. The little gleam of warmth experienced while on African soil made us think of comforts we had left behind.

The voyage across the blue Mediterranean from Algiers to Genoa was cold and furnished us with our only storm, when the waves went over the boat and we went to bed to think over the past and to try to hope for the future. The storm lasted through the afternoon and night and there were many vacant chairs in the dining room that evening. The cold continued and led one of the passengers, bound from Detroit to the Nile, where he said he hoped to get warm through once more and then to die, to express great regret that he had not brought his skates with him.

Genoa is one of the most prosperous cities in Italy and contains many evidences of business enterprise and thrift. The stop there gave an opportunity to see many objects of historic interest, chief among them being the fine monument erected to the memory of Christopher Columbus, whose discovery of us in 1492—the one date that all American school boys know and about the only one that many of them remember—has made possible this trip, and

the *Campo Santo*, one of the most noted cemeteries in the world.

Twenty-four hours after leaving Genoa, we landed at Naples and left the *Canopic* which had been our home for fourteen days and fifteen nights. Except the lack of facilities for heating, she is a noble vessel, staunch and steady, with satisfactory service in every particular.

"See Naples and die," is an old saying supposed to be suggestive of the beauty of this city of four or five hundred thousand souls. After "seeing" it for several days in a general way, I should like to amend the sentiment to read, "See Naples and then thank Heaven you are an American and live in Ohio." Not that Naples is not beautiful in its situation and scenery, for it is all that can be desired in this respect. The views of Vesuvius, the Bay of Naples, and, in fact, all the surrounding country in any direction, fully warrant the descriptions given of them, and a visit to the many places of interest—the National Museum and the Aquarium, the finest in the world, being two of the most noted—will amply repay any one.

The people, however, are not so pleasant to contemplate. Certainly there are many of the inhabitants of excellent character, but the "common herd" one constantly meets does not create much respect for the "Dago." On the other hand he gives evidence of being a

"tough customer" with dishonesty, cruelty and ignorance as his chief characteristics. As a cabman, one of his favorite tricks is to give his customers counterfeit coin in change and when this is made impossible by handing him the exact amount due him for his services, he then waits till you enter your hotel, when he follows you with a counterfeit coin, a supply of which he keeps on hand for the purpose, declaring it to be the one you handed to him. The street car conductors are well up in the same tricks and honesty and integrity as they exist in Ohio are practically unknown here. Fortunately the name of the chief coin, the Lira, is pronounced lera, thus leaving the word *liar* to be pronounced and applied as we are accustomed to do at home when occasion offers.

The last Annual Report of the Naples Society for the Protection of Animals, issued in May, 1903, is a very instructive and interesting document and contains a large amount of conclusive evidence of the cruelty of the inhabitants. This Society was founded in 1891 by Princess Mele Barese and in 1902 was incorporated by Decree of the King of Italy. Its general objects are to prevent cruelty and encourage kindness to animals.

The first object is attained by compelling drivers to attach more animals to overloaded vehicles or to diminish the load; to prohibit the use of animals suffering from lame-

ness or sores; and to suppress ill treatment generally, especially by confiscating sticks used for cruel beating and all instruments of torture. The Report contains many letters from American and English travelers expressing appreciation of the marked reforms brought about by the Society in the past few years.

Encouragement of kindness to animals is secured by offering prizes at parades of horses and donkeys, by maintaining watering-troughs, by distribution of free literature among the people, and by teaching the children in the schools.

After reading the report of the Society, a visit was made to their office in Naples—an experience which will not soon be forgotten. In the year 1902, the Society's nineteen inspectors accomplished a great work as indicated by the following facts taken from a page of itemized statements found in the report. Loads were diminished or extra animals were attached to 76,187 vehicles; clubs, whip handles with sharp nails at the tip, and other instruments of torture for beating animals, many of the methods so revolting in their cruelty as to be undesirable in these columns, to the number of 10,709, were confiscated,—the walls of the offices are covered with these implements,—and 1,799 prosecutions for cruelty were successfully carried on. So far the cruel exhibition of the effects of partial suffo-

cation by carbonic acid gas on a dog in the wellknown grotto at Agnano near Naples, has not been suppressed, but it is hoped that in the near future the number of inhuman visitors who are willing to pay to see the experiment will not be large enough to justify the payment of bribes to officials to dismiss the cases brought before them under the provision of the law which makes it an offense punishable by a fine of not to exceed 100 *lire* (about \$20.00) to subject animals to scientific experiments such as to cause "horror or disgust."

It will be of interest to the teachers and pupils of Ohio to know that "Black Beauty," which has been read by so many of them with pleasure and profit, has recently been translated into Italian, with a change in names, manners, and customs, laying the scene in Italy, so as to render the story more attractive to Italian readers, especially the less educated classes. This book, printed in large, clear type, and well bound and illustrated, can be bought for 40 centimes (8 cents), and no one can measure the influence for good it will have upon the Italians, whose cruelty is due in a large measure to their ignorance.

This ignorance is not the result of a lack of capacity to learn, but is due in a large measure to poor educational opportunities. The schools are all closed at the Easter-time and no opportunity has yet

offered for visiting them, but the American Consul is authority for the statement that the so-called compulsory education law is a mere farce and the large percentage of illiteracy, which it is hoped is slowly decreasing, proves that education of the common people, the crowning glory of the work of the American public schools, is hardly yet begun in Italy.

That the Italians have capacity to learn, no one who has seen the many indications of their keen powers of observation and retentive memory, can doubt. They see with sufficient quickness and accuracy to satisfy even that class of Nature Study Reformers, who insist that ability to tell the number of toes possessed by a cat or to note and remember which end of a cow first elevates itself, is the chief requisite of a trained mind. A "Dago" cab-driver can "spot a tenderfoot" a mile off, speaking by way of illustration and not with scientific accuracy, and will attack him with such a flow of language and so many wild gesticulations as to cause immediate surrender on the part of his victim unless he use all the will power he may possess to resist the onslaught, but to him who has the ability to resist the first few bombardments, a renewal soon comes in being ignored by the enemy who quickly learns upon whom it is wise to continue the siege. After being in Naples two or three days we could walk the streets in compara-

tive comfort with no "cabbie" to molest or make afraid.

The natural ability of the Italian children and the moral condition of the people are well summarized in the following sentence taken from the last—the forty-third annual report of the Evangelical Aid Committee of Naples, written by the Reverend T. Johnstone Irving, of the Scotch Presbyterian church (where we were received most cordially), the Director of the School carried on by the Society:

"No one can examine a class of Italian children without recognizing that they belong to a gifted race. Had this people moral commensurate with their intellectual ability, their position in Europe to-day would be very different from what it is."

In view of all that has been published descriptive of the scenery and interesting places in this locality, one's courage rapidly disappears at the thought of attempting to write of the beauty of the view which greets the eye from any point on world-renowned Bay of Naples, and the feelings of reverence, which naturally result from the contemplation of the centuries of history recorded everywhere in old churches and monasteries and on monuments erected to the memory of those, whose work and deeds are still studied in our schools with both pleasure and profit, can well be left to the imagination of the reader. Then, to be truthful, there

are not enough adjectives in the English language to do justice to the subject and the ones in common use by travelers are so overworked that many of them are already threatened with nervous prostration. "Picturesque," "magnificent," "charming," (pronounced chawming), "grand," and "sublime" are a few of the large family whose condition is most alarming but it is believed that perfect rest and sea air may in time restore them to something of their original strength of meaning. After hearing these innocent and inoffending words continually used and abused by being applied indiscriminately to everything in sight, some sympathy is felt for the "sweet girl graduate" who, on visiting Niagara Falls for the first time, varied the monotony of the expressions of the party by saying "Isn't it cute?"

The point is now reached where it seems appropriate to say, "Pardon the digression" and get back on the main track by calling attention to the marble statue of Torquato Tasso (born here in Sorrento in 1544), which we pass daily in our rambles about the town; the reputed tomb of Virgil, who was buried at Naples, at his own request, near the entrance to the great tunnel (*Grotta di Sejano*), nearly 1,000 yards in length, cut through the Hill of Posillipo (2,000 years ago), near which the great Poet had a villa where he wrote the Eclogues and Georgics; Pozzuoli

(Puteoli), reached by a delightful trolley ride of an hour from Naples, where Saint Paul remained several days on his way to Rome (Acts 28:13-14), and where every foot of space seems to speak of historic interest and ancient splendor—only a few of the many places of interest to the traveler.

The statement that the world is so small after all that a person is sure to meet some one who knows some other one known by him, wherever he goes, is verified almost every day. On entering the great National Museum in Naples a few days since a cordial hand was extended with the remark, "you speak English"—all the introduction needed in this country between Americans with the exception of a few dunces whose formality at home is mistaken for dignity, which they feel that they must bear everywhere, for if that be lost all is lost —, and in a few minutes we felt at home with Professor Smith of Beloit College, Wisconsin, a genuine Buckeye by birth and in sentiment, formerly connected with Muskingum College, New Concord, Ohio. Among the many questions asked about Ohio people was the one which naturally formed a center for correlating (this word will give a slight pedagogical flavor to these rambling notes) much of mutual interest. The question referred to was in the form of a suggestion that "you have met Dr. W. O. Thompson, President of your

State University." The teachers of Ohio can imagine something of what followed and will not be surprised to learn that the former teacher in mathematics of our honored leader gives him a most excellent recommendation for ability, character, scholarship, and all the noble characteristics which have so endeared him to all the teachers of Ohio. O. T. CORSON.

P. S.—In recognition of the rights of Mrs. Corson and in deference to women teachers who may read what is written, it seems fitting to add a *postscript* and say that the weather still remains an uncertain quantity in this supposedly warm country. Yesterday was filled with sunshine, but to-day is "dark and dreary," with April showers too numerous to mention. The nights are cold even when the days are warm, but the evidences all about us in blooming flowers, and ripening fruit—Sorrento is one large orange and lemon grove—tell the story of a climate strangely different from our own, which we can not fully comprehend, where breezes chill the body but where frost is unknown.

If improvement in health, which is hoped for upon the return of settled weather, is realized a stay of some length will be made in this comfortable hotel where breakfasts of coffee, rolls, eggs, fried mush (sliced just thin enough and "done" just right), honey (as the city girl observed on visiting the country,

"they keep their own bee"), fresh fruit, etc., are noted far and wide. No apology is offered for this reference as it is not comfortable to live on scenery alone. Later on, if all goes well, we shall "take in" the Blue Grotto, Amalfi, Cava, Pompeii and other nearby points, before proceeding to Rome, Florence, Venice, and other Italian cities where we hope to be accompanied by Dr. Houck who is due to return with his Sunday School class from Palestine to Naples about April 25.

EDUCATIONAL NEWS.

—Supt. F. P. Geiger, of Canal Dover, has been unanimously re-elected with a substantial increase in salary.

—W. C. Faust, Supervisor of Drawing and Penmanship in the schools of Mt. Vernon has brought these branches to a high degree of excellence.

—Miss Ellen G. Parsons, teacher of English in North High School, Columbus, has resigned by reason of ill health.

—Prof. J. O. Notestein, of the University of Wooster, one of the most celebrated Latin scholars in this country, takes his exercise with an ax, *a la* Gladstone.

—The Columbus Board of Education recently adopted the plan of semi-annual promotions, acting upon the recommendation of Supt. J. A. Shawan.

—Superintendent H. S. Hippensteel, Eaton, is winning the respect and confidence of the entire community by his wise and sympathetic administration of school affairs.

—Miss Grace White, a graduate of Ohio Wesleyan, recently returned from a four years' sojourn in Chili, where she had a position as teacher. She is available for next year as a teacher in English, French, German, or Spanish. Her address is 1211 Neil avenue, Columbus, Ohio.

—Crooksville is enjoying an educational revival under the ministration of Supt. Geo. W. DeLong. Two new buildings are being built, one of eight rooms and one of six, the two to cost \$30,000.

—Supt. Ed. A. Evans, Chicago, has been re-elected for three years at \$1,200, a substantial increase. We heartily congratulate the Board and the people.

—Prof. N. H. Yeardley, Supervisor of Music at Newark, has brought the music of the schools to a high degree of excellence. On April 29 and 30 under his direction the pupils gave a musical entertainment which reflected much credit upon his work.

—Wittenberg College recently became the beneficiary of a bequest by the late Rev. Charles Stroud, which will amount to not less than \$100,000 and will put the college on a good financial basis.

—The Old Stone Church of Cleveland has subscribed \$10,000 to the million dollar endowment fund which the friends of the University of Wooster are raising.

—Supt. J. E. Ockerman has been unanimously re-elected for the sixth year. Under his supervision the teaching force has increased from 13 to 18 and the high school made first grade and placed on the O. S. U. accredited list.

—At the meeting of the Board of Education of Bath township, Greene county, the 16th, Supt. D. H. Barnes was re-employed for a term of two years with an increase of salary to one hundred dollars per month.

—Supt. H. T. Silverthorn, of Mt. Sterling, has been elected superintendent at Logan at a salary of \$1,200.

—President George Scott says that electives have multiplied so rapidly in our colleges that a degree has come to mean very little unless one knows its pedigree.

—F. M. Allen, President of the Board of Education of Washington C. H., takes a deep personal interest in the work of the schools, having made a hundred or more visits this year. This is a good way to find out the *pros* and *cons*. We'd like to hear from other Presidents.

—Newark now has a teaching

force of 85 and when the new buildings are opened the number will approximate 100.

—Commencement exercises of the Delphos high school will be held May 26. The graduating class numbers fourteen.

—Supt. H. A. Stokes, of Delaware, has not been in the best of health for some months, but the Board and the people have shown him many marks of kindly consideration.

—Marysville will have 22 graduates, Delaware 43, Mt. Vernon 30, Newark 30, Marion 37, Circleville 12, Washington C. H. 33.

—Newark has just finished a new four-room building and has two others on the way. The buildings are of the latest design and cost \$15,000 each. The total enrollment of the schools is 3500, an increase of 500 in five years. The graduating class recently presented to the high school a Frick program electric clock of elegant design and workmanship, costing nearly \$150.

—The Marion schools are moving along most satisfactorily under the able management of Supt. H. L. Frank. He is a man who each night checks off "something accomplished, something done."

—Supt. Townsend, of Newark, is making a specialty of reading in the schools. His work consists in

training the teachers to a thorough understanding of the work and inspiring with proper ideals.

—Supt. J. H. Secrest, of Ottawa, has resigned his position to accept an offer made by the American Book Company. Principal Gebhard, of the high school succeeds him.

—The public school is the place to which we should turn chief attention in our effort to promote a more beautiful public life in America. The schoolhouse and the school grounds should be beautiful, and the child should be surrounded by beauty in the schoolroom from first to last. Trained in the habit of seeing beauty and knowing it, he will come instinctively to hate ugliness in the house and in the street as he goes out in life.—*Journal of Education*.

—According to the bulletin recently issued by the census bureau, the estimated population of the United States for 1903 was 79,900,389. The cities of Ohio ranging above 25,000 are as follows: Akron, 47,833; Canton, 32,011; Cincinnati, 332,934; Cleveland, 414,950; Columbus, 135,487; Dayton, 92,566; Hamilton, 25,819; Lima, 25,445; Springfield, 40,161; Toledo, 145,901; Youngstown 48,386.

—The *Franklin Chronicle* has this to say, in part, relative to a recent meeting of the Men's Club:

"The paper by Prof. Wm. McK. Vance, on 'Our Modern Educational Methods and Their Results,' was a scholarly effort and added to Prof. Vance's high standing as an educator and thinker. Prof. Vance is one of the big, brainy men of the Valley and it was a rare treat he gave the Men's Club on this occasion."

—Supt. T. J. Heck, of Tremont City, had the honor and the pleasure of conducting the first commencement in that village April 27. There were four graduates.

—Supt. C. L. Riley is prominent as a candidate for the office of county auditor in Licking county.

—The schools of Scioto township, Pike county, have had a prosperous year under the management of Supt. Frank E. Withgott. The seventh commencement was held at Sargents, April 25, when four graduates, all girls, received their diplomas.

—Supt. C. L. Coblenz, of Jackson township, Preble county, graduated two girls and three boys at Campbellstown, April 23rd. Rev. Fred Stovenour, of Portland, Ind., delivered the baccalaureate sermon.

—Supt. W. E. Wenner, Fredericksburg, graduated three boys and three girls April 26th. The programme was unique in that it was adorned with an excellent picture of the class and superintendent.

—Supt. R. W. Solomon, West Mansfield, graduated a class of ten April 28th, with an excellent programme. Many a town that is much larger has fewer graduates. It often depends upon "the man behind the gun."

—Supt. N. D. O. Wilson, of Bowling Green, has been re-elected for a term of two years and the salary increased from \$1,500 to \$1,650 and \$1,800. It is evident that he has given complete satisfaction.

—Supt. W. F. Gephart, of Williamsburg, graduated a class of 11 April 29th, four girls and seven boys. The class address was given by Prof. M. F. Andrew. Supt. Gephart has declined a re-election, having planned to continue his education at Ohio State University next year.

—The fourth bi-monthly meeting of the Greene County Teachers' Association was held in the auditorium of the McKinley school building, Xenia, Ohio. Saturday, April 9, 1904. Many excellent addresses were made. H. C. Price, Dean of College of Agriculture and Domestic Science, O. S. U., created quite an interest by his address, "Agriculture and Agricultural Clubs in Rural Schools." The Summer Institute will be held the week beginning August 22, 1904. Miss Maud Summers and J. W. Redway are the instructors.

—Principal Geo. C. Deitrich, of

the Sandusky High School, has enlarged his sphere of activity by assuming the duties of assistant in the kindergarten department of a night school. The pupil is making progress.

—Dr. William Rein, of Jena, Germany, one of the most distinguished teachers of Europe, will reach this country in August. He will attend the International congress in St. Louis, and will be available for a few lectures in September. Further information may be had by addressing Miss Amalie Nix, Central High School, St. Paul, Minn.

—The meeting of the Superintendents' and Teachers' Round Table of Northwestern Ohio, held at Fostoria on April 1st and 2nd, was largely attended, and was excellent in every way. The next meeting will be held at Delphos. The following officers were elected: President, Supt. W. S. Robinson, Fostoria; Vice President, Prin. J. F. Smith, Findlay; Secretary and Treasurer, Miss Minnie Johnson, Napoleon; Executive Committee, T. W. Shimp, Chairman, Delphos; Edward Evans, Chicago Junction; H. D. Grindle, Columbus Grove.

—We encountered a teacher the other day who, in a burst of confidence, began to expatiate upon his great discovery in the way of teaching arithmetic by the "laboratory method" and—the rest was told in gestures as we escaped on a car.

—Our readers will deeply sympathize with U. S. Brandt, who is one of the strong teachers in East High School, Columbus, in the loss of his wife, who passed away March 13th.

—A bill recently passed the Ohio legislature which increases the salaries of the teachers of the Ohio Soldiers' and Sailors' Home at Xenia from \$30 to \$40 per month. This, with board, rooms, laundry, etc., furnished, and a ten months' term, gives the thirty teachers of these schools a very good salary. This action of the legislature established a precedent that Boards of Education throughout the state may profitably consider in establishing salary schedules.

—Frank Burrell has made a record for himself at Outville this year by conducting a lecture course that won the approval and patronage of the community and netted a nice sum for the school library. Enterprise and energy will always find a way to get things done.

—The teachers of Columbus and Franklin county were addressed on March 16 by Prof. T. S. Lowden, of DePauw University, on "Opening the Avenues of the Soul." This address revealed the scholar and the student of child-life and clearly showed to each teacher the possibilities in his own work. Prof. Lowden is an Ohio man and was evidently pleased to come back to

the state of his early life and of some of his many triumphs in pedagogical lines. The music was furnished by Mr. Bendinger, who never fails to please.

—Jefferson county's last meeting of the Teachers' Association for this school year, was held at Steubenville, April 9th. An interesting program was carried out, papers being presented as follows: "Grammar," George W. Calderhead; "The Greatest Need of the Rural School," S. C. Dennis; "What Good has the Patterson Law Done for the Rural School?" Miss Edna Buchagen. Supt. S. K. Mardis, of Toronto, in a well considered address upon "Neglected Features in Education," showed that our interest as teachers has been in the teacher and his work to the neglect of the parent and his connection with the school and the pupils. It was a strong argument for the treatment of the subject of the patrons' interest in our various teachers' meetings. Supt. Edward M. VanCleve, of Steubenville, delivered a fine address on "Getters and Givers" and this was followed by a brief address from Dean Henry G. Williams, of the Athens Normal College, who happened in on his way home from the Moundsville, W. Va., meeting of superintendents.

—The Pickaway County Teachers' Association held an enthusiastic and well attended meeting in

Circleville, April 16. Prof. Frank S. Fox, of Columbus, was present and delivered an interesting and instructive address in both forenoon and afternoon. "The Expression of Mental Experiences" was very ably discussed by Miss Elizabeth Atkinson. Prof. Harp Van Riper read a very beneficial paper on "The Writing Habit." Prof. T. O. Williams in a well prepared paper, told how to make the geography lesson interesting by giving

Cully. A new high school building will be ready in September, a cut of which we give herewith. We congratulate the people of Glenville upon the work that is being done for them by Supt. Cully and his faithful corps of teachers.

—The "Round Table of Supervisors of Drawing of Western Ohio" was organized at Dayton, April 1st, with Miss Mary Woodmansee, Dayton, President, and Miss Belle McKay, Lebanon, Sec-



the history of the geographical names. The last three named are all from the Circleville schools.

—Supt. H. H. Cully, Glenville, in his work of eight years, has brought the schools to such a degree of excellence as to attract attention far and near. In a recent issue of the Glenville *Enterprise* almost four columns were devoted to a very sympathetic and intelligent review of what the schools have done, and what is promised under the efficient guidance of Supt.

retary and Treasurer. Miss Ella Bartholomew, Springfield, and Miss Anna Bier, Greenville, member of Executive Committee. The attendance was large and the enthusiasm of the members foretells a most helpful organization. The meetings will be held semi-annually at the same time and place as the Superintendent's Round-Table, which covers the same territory. The next meeting will be on the Friday following Thanksgiving.

—The Preble County Teachers'

Association held its last meeting for the current year at Eaton, April 9th. This was the fifth meeting for the year. The teachers of Preble are feeling quite proud of the record made this year. There are 168 teachers employed in the county, and the association roll contains the name of every one, with about 20 more than the actual number of employed teachers. With the funds thus secured, the Association was able to bring to its meetings the following instructors: Dr. Dennis, Pres. Roark, Dean Minnick and Dean Williams, Profs. Knight and Bownocker, of Ohio State University; Miss Green, of Dayton; Supts. Carr and Mott, and Pres. Ellis, of Athens, Ohio. Prof. Bownocker and Pres. Ellis were the instructors at the last meeting. The latter gave two excellent addresses and the former discussed the Geology of Ohio in such a manner as to make the teachers of Preble proud of the fertile section in which they live. In his second address, Pres. Ellis emphasized the fact that modern education means preparation for work not preparation to avoid labor and to this end hand training must find an ever increasing place along with heart and mind training.

—The Schoolmaster's Club held a meeting at the Hotel Hartman, Columbus, April 8th. The paper of the evening was read by President George Scott, of Otterbein, on the subject, "Must the College Go?"

This proved to be a clean-cut characterization of the work of the college as distinguished from the University, and elicited many expressions of hearty approval. Supt. I. N. Keyser could not be present, but sent a well-written paper discussing the subject which was read by Supt. C. L. Boyer. Principal J. G. Leland continued the discussion in a masterly way. General discussion was participated in by President W. F. Pierce, Prof. George W. Knight, Supt. F. M. Townsend, and Prin. C. E. Albright. Prof. Bruce Halstead, of Kenyon, was elected to membership. Members present were, H. A. Stokes, J. K. Baxter, W. F. Pierce, F. M. Townsend, W. W. Boyd, E. P. Childs, H. L. Frank, F. A. Cosgrove, D. R. Major, W. C. Whitney, E. L. Mendenhall, George Scott, C. L. Boyer, George W. Knight, C. E. Albright, J. G. Leland, L. B. Demorest, C. D. Everett, C. L. Martzloff, F. B. Pearson. The final meeting of the year will be held on May 27th.

—After Supt. F. E. Pierpont, of Logan, had determined upon resigning the Board offered him a three hundred dollar increase in salary. "Blessings brighten as they take their flight."

—Will C. Merritt has been elected superintendent of the Washington Tp., Franklin Co. schools.

—Supt. Moore, of Pataskala, and all the teachers have been com-

plimented with a re-election at increased salaries.

— East Cleveland will soon vote on bonds for a \$65,000 high school and \$35,000 to increase the capacity of two other buildings.

— The following officers were elected at the recent meeting of the Science and Mathematics Teachers of Northeastern Ohio: President, Franklin T. Jones, University School, Cleveland; Vice-President, Miss Winona Hughes, Mansfield; Secretary and Treasurer, C. W. Sutton, Central H. S., Cleveland.

— Dr. Arnold Tompkins, Dr. W. W. Stetson and Mrs. Emma H. Weidell will be the instructors at the institute in Cuyahoga county during the week beginning August 29.

— The Southwestern Ohio Teachers' Association held its spring meeting April 21 and 22 at Middletown, Ohio, in response to the cordial invitation given by that city through their superintendent, Arthur Powell. The session was a phenomenal success in every way and the citizens of Middletown, the teachers, the school board and Supt. Powell proved themselves admirable hosts. Excellent music was rendered under the direction of Prof. Charles Stanage, supervisor of Music in the city schools. Miss Wiant, of Dayton, gave select readings which elicited the most appreciative applause. Dr. Ellis, of Ohio University, lectured

on Friday evening after which a reception was given in honor of the speaker and the members of the Association. On Saturday the following were presented, and the Association enjoyed the interesting and profitable program: Literature in the Grades, Miss McKean, Lebanon; Literature in the High School, Miss Greer, Oxford; Bird Life, Miss Hargitt, Hamilton; School Libraries, Prin. C. H. Porter, Cincinnati; The Teacher a Force in Civilization, Dr. Chas. F. Thwing, Western Reserve University, Cleveland. The following officers were elected for the ensuing year: President, J. M. Hamilton, Lebanon; Secretary, Emily Barrie, Middletown; Treasurer, E. D. Lyon, Madisonville. Executive Committee, G. W. Brumbaugh, Dayton; W. Mck. Vance, Miamisburg; T. L. Feeny, Oxford; C. E. Woolford, Hamilton; S. T. Logan, Cincinnati.

— The Lorain County Teachers' Association held its spring session at Lorain, O., Saturday, April 23. A large number of teachers from all parts of the county were present. The session was one of great interest and much benefit to all. The following excellent program was rendered: Language in the Grades, Miss Cora L. Baker, Elyria; Public School Art Work, Mrs. H. H. Lauderdale, Oberlin; Teaching Geography, Supt. E. R. Allen, Penfield. Noon recess. Address, Supt. J. M. H. Frederick, Lake-

wood, Ohio; Nerve Tracks, Miss Sarah W. Smith, Supervisor of Primary Work, Lorain, Ohio; Grading, Supt. W. A. Hiscox, Grafton.

— J. F. Warner, formerly superintendent at Hallsville, Ross Co., is now connected with the Government Printing office at Washington.

— Supt. I. B. Wagner, of Sherodsville, and his entire corps of teachers have been re-elected at an increase in salary of ten dollars each a month.

— The fourth bi-monthly meeting of the Champaign County Teachers' Association was held in St. Paris, April 23. Supt. Keyser, of Urbana, opened the morning session with the subjects "Per Cents a Standard for Promotion." Supt. E. A. Hotchkiss, of Mechanicsburg, led in the general discussion of the above topic. This was followed by P. L. Clark, of the Urbana schools, on the subject, "How Much Reading in the Seventh and Eighth Grades?" The first address of the afternoon session was by Prof. Frank Bachman, of the Ohio University, Athens, Ohio, on the subject, "Principles Controlling Behavior in the Public Schools." The next address was by Prof. E. L. Rice, of the Ohio Wesleyan University, Delaware, Ohio, subject, "Darwinism of To-day." Both addresses were very instructive and were thoroughly enjoyed by the large audience of teachers, pupils, and patrons of the schools. An excellent musical program was rendered by the pupils of the St. Paris schools, under the direction of Mr. Davies, the teacher of music. The County Examiners reported that out of a class of 188 applicants under the Patterson

Law, the largest class ever held in the county, 68 were successful.

— Supt. A. R. Cecil, Bellbrook, has been re-elected with a substantial increase in salary.

— Supt. D. S. Clinger, of Manchester, has been elected superintendent at Maysville, Ky. This is but a just recognition of worth and successful experience and we heartily congratulate our friends across the river upon securing such an able man.

— F. U. Brookhart, formerly superintendent at Neptune, Ohio, in ordering the MONTHLY sent him to his new home in the Philippines, says: "I find the school work in the Philippine Islands far in advance of what I had thought possible for the time it has been carried on."

— Supt. S. M. Glenn, Jr., of Continental, has been re-elected for the third year. Miss Odula Ayers was also re-elected Principal of the High School.

— Supt. J. Reuben Beachler, of Arcanum, graduated a fine class numbering twenty, six boys and fourteen girls, April 28.

— Supt. Arthur Powell, Prin. Geo. Stahl, and Prof. Ferguson, all distinguished themselves by their luminous speeches at a recent meeting of the Business Men's Club at Middletown.

— We are glad to call especial attention to the announcement in this issue of the summer school of A. B. Shauck, Dayton, which opens June 20, and continues six weeks. This school has won a reputation second to none and we commend it most heartily to all teachers and other students who want to spend their vacation in study.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 6

THE KING.

The folk who lived in Shakespeare's day
And saw that gentle figure pass
By London Bridge, his frequent way—
They little knew what man he was.

The pointed beard, the courteous mien,
The equal port to high or low,
All this they saw, or might have seen—
But not the light behind the brow!

The doublet's modest gray or brown,
The slender sword-hilt's plain device,
What sign had these for prince or clown?
Few turned, or none, to scan him twice.

Yet 'twas the King of England's kings!
The rest with all their pomps and trains
Are moldered, half-remembered things—
'Tis he alone that lives and reigns!

—*T. B. Aldrich.*

THE FOURTH BOOK OF THE ÆNEID.

BY F. B. PEARSON.

[A paper read before the Classical Conference of the Michigan Schoolmasters' Club, March 31, 1904.]

The world emerged from the Dark Ages through the agency of the classics. Petrarch saw a faint gleam of light; Boccaccio slightly enlarged the circle of illumination; Crysolaras let in a flood of light, and Erasmus carried the lighted torch over all Europe. The study of the classics made the printing-press a necessity—and it was invented. The study of the classics sent men on long pilgrimages in quest of lost treasures of literature. The study of the classics incited to activity in other realms of thought—in Science, in Geography—and there ensued the invention of gunpowder, the agent and precursor of great political upheavels and territorial changes. Then came Vasco da Gama—and then Christopher Columbus—and then America.

Life took on a new meaning. It became broader, deeper, higher, better. Men came to compare and to contrast, to consider and then to act. The subjective and the objective reacted upon each other, and men's conception of themselves and the world became broader and deeper. Students of the classics styled themselves Humanists and understood Humanism to consist

"mainly of a just perception of the dignity of man as a rational, volitional, and sentient being, born upon the earth with a right to use it and enjoy it." Thus men became more cosmopolitan, and there was commerce not only of material, but also of mind products. Shakespeare did not disdain the aid of the new learning, but laid it under tribute to the great advantage of our own literature. So great was this commerce of ideas that Bishop Hall in a pamphlet addressed to King James I. inveighed against the custom, using for this pamphlet the title "*Quo Vadis*." Communing with the past through the medium of the classics men became inspired with a desire to emulate the examples of the heroes whose deeds were portrayed and also of the writers themselves. Thus Humanism became a factor in the affairs of men both potent and practical. Men came to know of peoples living beyond the seas and the mountains, and the inter-relations of these people, thus widely separated, came to occupy their thoughts. Every ship that entered the harbor; every caravan that crossed the desert; and every

pilgrim that sought shelter brought a message from lands far away and took an answer in return. And so whether men were building better ships, or better roads, or better means of travel by land, or were searching into the mysteries of the heavens, or were exploring, or navigating, or scaling mountains, or striving to ameliorate the hard conditions of life, they were answering back messages of good-will and helpfulness to peoples in other lands. In these latter days we have come upon the word "sociology" and this has been the center of great activities. Books are written, societies are formed, missionaries are sent forth, machinery is set in operation, multitudes think and act in unison, and earth, air, sea, and sky are swept into the maelstrom of these activities. On the luminous wave-crests of these activities we see Florence Nightingale, and Clara Barton, and Cyrus W. Field, and Edison, and Marconi, and Lincoln, and Booker T. Washington, and Jacob Riis; and so shallow is our philosophy that we look upon all these as causes rather than effects. We are not careful to go back to the primal cause of these activities but are content to gaze with admiration upon these conspicuous results of forces that were active before they were born. We have not read enough into the term Humanism, we have made the content of the term too meager and our perspective has been

diminished in consequence. It is a far cry, to be sure, from Petrarch to Marconi, but history is not to be measured by years any more than geology. When we turn our searchlight upon the Past our field of vision readily extends over two thousand years, but turning it to the Future it is fore-shortened to a year, or to a generation, at most. What is fundamental? Did the Humanists discover in the literature of Greece and Rome some principles that have universal application? If Mr. Roosevelt—not President Roosevelt—were asked for a statement of his belief touching civilization would he not say—has he not often said, in substance, that it consists "mainly of a just perception of the dignity of man as a rational, volitional, and sentient being, born upon the earth with a right to enjoy it and use it?" Could he add anything to this? Would he subtract anything from it? Yet this was the creed of the Humanists. Does not Mr. Roosevelt both as President and as man act upon these principles—whether dealing with the question of labor and capital—or the questions of unions—or the race problem—or the New York tenement house problem—or the greater world problems?

If this is true, then the Revival of Learning has not reached its full fruition nor have the classics completed their mission in the world. We are inside of the circle somewhere but have not advanced to the

circumference. This circumference may recede from us as the years go on and civilization becomes more complex, but the center will not change. The great moral problems of to-day are the moral problems of a century—of ten centuries ago. They are also the problems of the centuries to come. Darkness has not been destroyed; it has been but pushed back a little—and we of to-day are not so far away from Petrarch and Erasmus after all. Their problem has become ours—and our work is the legacy they left us. If the classics incited them, even more should they incite us. If the classics inspired them with zeal to work toward the solution of world problems, we are recreant to our privileges if we fail to catch something of their spirit. The classics are now freighted with the same messages as in the fourteenth century—and fortunate the pupils of that teacher who is able to find these messages and has skill to transmit them. These messages may be found in Homer—in Horace—in Virgil. True we find many of them crystalized in the Decalogue and in the Beatitudes—but this fact does not disprove their presence or their potency in the classics.

Qualities that are universal require no special setting in place or time. Patriotism is not indigenous to any clime or country or age. The patriot of to-day in America would have been a patriot at Troy. The

quality of heroism has not changed. Heroism rises into sublimity in the death of Christ—and he will always remain our exemplar in all that is highest and best in heroism. Who are the heroes of profane history? Not the base—the ignoble—the selfish—but the very opposite.

As his hero Virgil takes a man of patient courage, of devotion, of filial and parental affection, of deep sympathy, of perseverance; and these are the inherent qualities of heroism in all times and in all places. But, withal, Æneas was a very human man. The quiet harbor appealed to him as did the banquet-table and all the other employments of peace. Games and the chase delighted him. But all these serve as a background to bring into relief his heroic qualities. However, if he was less than a hero in the events of this Fourth Book then the whole plan of the poet to portray him as a heroic figure falls to the ground. "Was Æneas justified in his treatment of Dido?" is a very searching question—especially so when addressed to a class of boys and girls who are striving to get their bearings for their life work. "Does heroism always mean sacrifice?" or "Does restraint or constraint produce capital—or power?" By these questions we approach our problem from a different angle; but the problem remains unchanged. Let us cast the question in a still different form: "In life should we be governed by

what we would like to do or by what we ought to do?" Now we have the issues fairly joined, and we have before us the problem of the ages. Here we confront the crucial test of manhood and womanhood. We stand at the parting of the ways. Here hopes may be blighted. Here friends may be separated. Here affections may be uprooted. Here idols may be shattered. Here may be tears and heart-breakings. Here bright prospects may fade. Here darkness may envelop. Nevertheless the place is sacred—for here once stood Booker T. Washington with his little bundle of clothing on a stick across his shoulder. Here once stood Abraham Lincoln with the Emancipation Proclamation spread out before him. Here once stood George Washington when our country needed a President. Here once stood Antigone and here stood Jephthah's daughter and Ruth, and Cordelia. And here, too, stood Æneas and with him, for the nonce, stands every member of the class. What ought he to do? He loves Dido ardently, truly—and she is worthy of his love. She is beautiful, she is cultured—she is rich—she is a Queen. Here is a man who for ten years was a soldier, and withstood the shock of many a hard-fought battle. For seven years he has been tossed and buffeted by angry seas. He has faced the horrors of the plague, of the Harpies, of Scylla, of Ætna. But now

comes the real struggle of his life. Here is the supreme test of heroism, for he must decide between inclination and duty. Here we reach the summit of the poem—and here, once for all, Æneas wins the badge of heroism. The mother weeps to see her boy depart to the war or to college—but she could not wish him to turn back. In her heart she exults to see him recede from view toward the sunlit summit which manhood alone attains. Call Mercury conscience, sense of duty, what you will. The heroic heart recognizes the call and responds, even at the sacrifice of his dearest interests. So long as there are problems to be solved, seas to be navigated, lands to be explored, darkness to be dissipated, or elements to be trained for man's behests—so long will this book be an effective agency in skillful hands in inciting to lofty purposes. Italy, not Carthage, is the destination of Æneas. At Carthage the possibilities of the man have not been realized, his mission has not been fulfilled. He has not attained his full stature, he has not been rounded out. He lacks wholeness, completeness, integrity. Better a suicide than a half-man. Better no Dido than no Rome. A man fit to found an Empire must not dally by the way, even in a flower garden. The banner "Excelsior" loses its luster at a pleasure resort. Carthage is thronged with men and women who are over-due in Italy. Boys and

girls there are in Carthage who need but to hear the command *rumpe moras* sounded in their ears in the midst of their daylight dreams, and they will set sail for Italy. The teacher who gives this

command fires these dwellers in Carthage with a zeal to come into their own, and also calls forth this book from the grave of a dead language into a glorious resurrection.

SOME ELECTRICAL ERRORS.

BY J. A. CULLER.

It seems to be a prevalent opinion among those who have not made a study of electricity in its relation to other subjects in physics, that electricity in some ways does not obey natural law; that it is subject to freaks and once in a while contradicts the law of conservation of energy; that it is exhaustless as a source of energy; that heat, light and power are produced by it on new principles in nature; and that new discoveries in this field are more a result of happy chance than an earnest investigation of law.

It is not surprising that this is so, for the subject is comparatively new; the current very subtle in its nature; and its numerous applications have come into the world with a rush.

Electricity is as easily understood as any other subject. The chief difficulty is in learning the language in which we must think and speak. If electrification is a stress in the ether, and electricity is ether in

motion, then the subject is easy if we know the *ether*.

When water is heaped up at one end of a trough, there is a stress which can be relieved by allowing water to flow from the high to the low end until it is level. This is not difficult of comprehension because we think we know water.

One common error is the statement we frequently hear, and sometimes read, that electricity is energy. If this were true, then the amount of energy should always be in proportion to the amount of electricity. Experiment and theory show that this not so. The energy in any quantity of electricity is equal to the quantity (q) multiplied by the average pressure ($\frac{1}{2}V$), i. e., $E = \frac{1}{2}qV$. But V is equal to q divided by the current, i. e., $V = \frac{q}{c}$.

Hence $E = \frac{q^2}{c}$. This shows that the energy in a charge of electricity is proportional to the *square* of the quantity. *Electricity is not energy,*

but it may possess energy; water is not energy, but it has energy when it is so placed that it may flow to a common level.

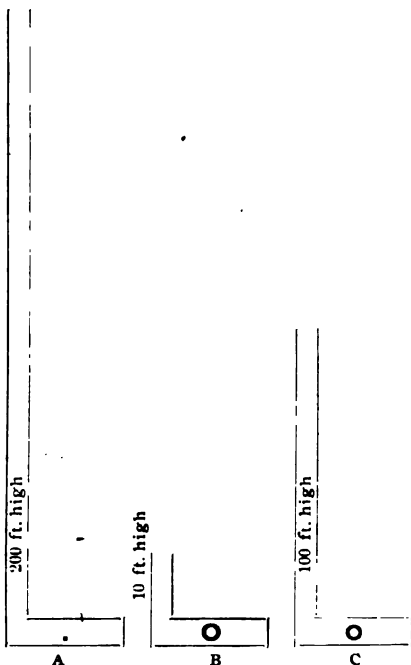
Another common error arises from a misunderstanding of the relation between the *ampere* and the *volt*. The amount of energy in a current of electricity varies as the product of the current and the square of the pressure. The current is measured in amperes (C), and pressure is measured in volts (V). The energy $E = \frac{1}{2} CV^2$. When C and V both have considerable values, the energy will be considerable. But if either C or V becomes a small fraction, the amount of energy may become very small. This may be explained by analogy to the energy in a stream of water. The *size* of the stream of water corresponds to *amperes* of current, and the *head* of the water corresponds to *voltage*.

In Fig. 1, A is a tube 200 feet high, and filled with water. The pressure (V) at the bottom will be very great, but the very small opening at the bottom will allow only a very small stream (C) to issue. I could hold my hand in the path of the stream without injury because the quantity of water is so small that it carries very little energy even at that great pressure.

In tube B the opening at the bottom is large and a great quantity of water can flow, but the pressure is small and so again I can hold my

hand in the path of the stream without injury.

In tube C the pressure and the size of the stream are both considerable and so the stream may issue with sufficient energy to lacerate my hand if held in its path.



In a similar way we explain the energy in an electric circuit as due to the product of *two* factors—current and pressure. An electric light wire which carries a current of 10 amperes and 1500 volts will quickly kill one whose body is placed in the circuit, while a friction machine may produce a current of 300,000 volts, but of such low amperage that it may pass

through the body without producing the slightest sensation.

Electricity as a *source of heat* is commonly misunderstood. It is not uncommon to hear the statement that since electricity is now being used to heat cars and houses, and to do the cooking and baking, it will not matter if the supply of coal does run out. Such a statement always shows a misconception of the fundamental relations between energy, heat and electricity.

It is not wrong to say that we could fall back on water-falls, winds, tides, etc., for they all contain sun-energy just as coal does.

But to say that we can depend upon electricity when other forms of energy fail, is like a miller expecting to use the water in the reservoir below his mill, when the race runs dry.

Electricity produces heat when it tries to pass through a conductor that is too small for it. Heat is molecular motion and the increase in the amount of energy in the molecules has an exact equivalent in the energy of the electricity which produced it.

We have shown that $E=qv$, and by Ohm's law $C=\frac{V}{\text{resistance}}$ (R) and C also equals $\frac{q}{\text{time}}$ (t) so that the energy of a current equals C^2Rt .

Experiment shows that when one unit of electricity (one Coulomb)

is passed through a wire under a pressure of one volt, the heat resulting (one Joule) will heat one gram of water .24 of one degree Centigrade; i. e., one joule is equal to .24 of a calorie. Hence the amount of heat, H, in calories that is developed by a current is equal to the square of the current in amperes, times the resistance in ohms, times the time in seconds, times .24; i. e., $H=.24C^2Rt$. Thus a current of 10 amperes, in passing through a wire whose resistance is ten ohms, will in one second produce 240 calories of heat.

The purpose of this discussion of heat is to show that there is an exact equivalence between the amount of heat and a certain amount of electricity. The heat was developed at the expense of the electricity; the electricity at the expense of mechanical motion of the engine; the mechanical motion at the expense of heat in the steam; and the heat of the steam at the expense of the potential energy of the coal. Thus we get back to the coal, or some substitute for it, which must be consumed to get the heat which the current produces.

Electricity is a wonderful agent, but it is a perfectly natural one. Whatever applications may be made of it in the future, we can be certain that all will be in compliance with natural law.

O. T. R. C. DEPARTMENT.

REPORT OF MEETING OF BOARD OF CONTROL.

By Margaret W. Sutherland.

The Board of Control of the Ohio Teachers' Reading Circle met in Columbus, May 13 and 14, with all the members present. The officers of last year were re-elected. The Board passed a hearty vote of thanks to Hon. L. D. Bonebrake for his efficient services in behalf of the Reading Circle during his term of office as commissioner of common schools; and also elected him to fill, until the next meeting of the Ohio Teachers' Association, the place that will be vacant by Dr. E. A. Jones's entering into the office of commissioner. The recording secretary was authorized to send to the OHIO EDUCATIONAL MONTHLY and to the *Ohio Teacher* a brief account of the meeting with the required list of books for the Teachers' Course. It is as follows:

1904-1905.

TEACHERS' COURSE — TWENTY-SECOND YEAR.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's Mental Growth and Control or Sabin's Common Sense Didactics.

II. *English*: Higginson and Boynton's A Reader's History of American Literature and Shakespeare's Julius Caesar, or Higgin-

son and Boynton's A Reader's History of American Literature and Ella May Corson's Glimpses of Longfellow.

III. *History*: (a) Moran's Theory and Practice of the English Government or Pearson and Harlor's Ohio History Sketches. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. *Nature Study*: Brigham's Geographic Influences in American History or Scott's The Story of a Bird Lover.

A choice is allowed between history and Nature Study.

A USABLE SCHEDULE FOR THE WORK OF THE YEAR.

September, 1904.

(1) Mental Growth and Control, Chapter I to V; or (2) Common Sense Didactics, Chapters I to V. (3) History of American Literature, Chapters I to IV.

October, 1904.

(1) Chapters V to VIII, or (2) Chapters V to IX. (3) Chapters IV to VII. (4) Ohio History Sketches, to page 103, or (5) The English Government, to Chapter V. (6) Geographic Influences in American History, to Chapter III,

or (7) The Story of a Bird Lover, to Chapter IV.

November, 1904.

(1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

(1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

(5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) Glimpses of Longfellow to Chapter VII, or (9) Julius Caesar, two acts.

February, 1905.

(5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9), three Acts.

March, 1905

(5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) The entire Play. (1) or (2) Review first half.

April, 1905.

(1) or (2) Review Second half. (3) Review (9) the entire play.

FLORIDA NOTES — No. 2.

By J. J. Burns.

May I introduce this little paper by supplying a sin of omission in

last month's output? I failed to say where on Tampa Bay the small cottage is in which we made our winter quarters. It is in the delightful little city of St. Petersburg, which stands on the western shore of Tampa Bay about twenty-five miles from Tampa City. The number of permanent inhabitants is perhaps fifteen hundred; the number of winter transients was at times equal to this. Some of the latter keep house, and some of them board. These seemed to have reduced the gentle art of doing nothing to an exact science.

A few of the streets and avenues have a coating of shell and sand, and are called "paved streets" in the ordinances. Concerning this "shell," it is a matter of interest even if to no one's credit, that the material was obtained by the demolition of a number of immense heaps left by our pre-aborigines, the mound-builders. One of these piles remains intact, except as the winds and rains of the long centuries have weathered it. It stands full thirty feet high and is one hundred feet in diameter at the base. It will surely be spared the economic hand of civic improvement.

ST. PETERSBURG, FLA.,

February 7th.

Down in this land of sun and sand they have "Primaries." The next one is to be held May 10th, and will determine who is to be U. S. senator, who governor, and rep-

representatives in congress; also what self-denying gentlemen are to serve the county, for a consideration. A few days ago dodgers were thrown around the streets with the inspiring headline, "Barbecue and Politics." This was to be eaten and discussed at Largo, a village not far away, and every body invited. Of course, we went. We took our seats in the warm sun between two trees; the mercury on our porch pointing to 78 degrees when we left home. The plain people here actually seem to have a hand in choosing their officers. There were many interesting incidents on the platform, and about the tables later in the day, but my space will not allow their telling. Allow me one. It concerns something more vital than what we call politics. At a certain stage of the doings the chairman announced that a widow in the neighborhood was made poor the night before by the destruction of her house and its contents by fire, and he proposed a collection then and there. That each man who had anything to give should come forward and put it on the table. They came. The candidates had to. A pile of silver soon bulked large in the soft hat into which it was scraped. Congressman Davis, the Tom Corwin of Florida, called attention to the fact that when his opponent arose to speak and approached the table the hat was quickly removed.

February 24.

The Mid-winter Fair closed a few days ago, and the Chautauqua is to open a few days hence. The Fair was held in a large hall built by the Pinellas Peninsula Fruit Growers' Association. I have not its dimensions, but it is very large and wide and high. Rows of tables ran the length and on these were the displays of oranges, grape fruit, lemons, citrons, guavas, limes, kumquats. In a corner on a sort of terrace were preserves, jellies, jams, palmetto honey, and all such linked sweetnesses in glass jars. On the wall hung various draperies made of small shells—the panama and the "Baby foot" being the most in use. Opposite to these was the stage upon which singers, native and imported, birds of passage, so to speak—were placed to be seen and heard, and sometimes it was very pleasant to see and hear them. Overhead the timbers—I do not know their specific names—were draped tastily with the gray moss of this region, and here and there in salient points were air-plants which greatly resemble the plant which bears the pine apple, and a marvel to relate, these three vegetable families are all of the same genus.

March 18.

The Chautauqua was well attended. The "talent," to use a fair

word vilely, was, in the main, good; some of it very good. The "Fair Building" with its great stage adorned fresh with flowers every morning by the ladies of the Town Improvement Association, its score of open windows, had strong attractions for the winter boarder with a surplus of time to be passed.

The part of the program that I most deeply enjoyed was the course of morning lectures on such themes as Christ in the Old Testament, The Dark Side of Israel's Career, The Psalms—A Study in Hebrew Poetry. These were given by Rev. George Summey, of New Orleans. They quickened the thirst for the purer waters and made me ashamed that I did not drink oftener.

In about fifteen minutes on the closing evening a guarantee of \$2,000 was written down for another Chautauqua next winter.

Spring has come. The mocker is in evidence almost any time you listen. He seems never to tire. I do not think that any of his musical phrases is sweeter than the brown thrasher's best, or the catbird's, or the rosebreast grosbeak's, but when it is warm he is everlastingly at it. His song on a moonlight night well pays the listener for lying awake.

The cinnamon tree, for whose spring opening I have waited, is in bloom; as are the scores of camphor trees and the hundreds of China trees. The flower of these is not specially beautiful, but that

element is supplied in heaping measure when in the presence of the mountain ebony, or the bougainvillea. In the last named, however, the brilliance is not in the real flower, but in the four royal purple leaves that ensheathe it. The ebony has a flower something like the althea, but not a bush full; a whole tree of them.

March 27.

Twenty miles down the bay, over on the eastern side, is an inlet into which flows the Manatee River. It is in Manatee county and the third of three towns in a row is Manatee. We boarded the steamer Manatee and went down. As we went, there was nothing lacking to make the trip delightful—a fair breeze, a sky of brightest blue, just exactly warm enough and not a bit too warm; company good, of course; in the distance to the west was Mullett Key with its quarantine station, hospital, and fort; a mile from it is Egmont Key, with its tall lighthouse, water tower and forts. Under the guns of these forts must pass every vessel of deep draft that enters this bay from the Gulf of Mexico.

Sitting in the early evening on the upper gallery of the New Central Hotel, we observed a strange shine at the point of the moon's southern horn, and after awhile there was a fine yellow star just below the moon, which its surroundings showed to be Aldebaran. We

had had no warning, and it was sheer good luck that we were favored with this occultation of the brightest of the Bull's eyes.

The middle one of those three towns is Braidentown, a delightful village and growing, and the county seat; so many visitors there that we could not get rooms. However, we were already pretty fairly quartered. In B. I crossed a wide street under a broiling sun to have a close look at a new tree. Imagine a small honey locust with many slender branches and in most abundant bloom, each raceme of flowers, instead of white, a brilliant scarlet. I have introduced you, as the agreeable gentleman who met me at the fence introduced me, to her arboreal highness, the Royal Poinciana.

Nae man can tether time nor tide,
The hour approaches, nay, 'tis here,
when we must ride.

Our course southward was by the comfortable and well-appointed

"L. & N." to Montgomery; thence to Jacksonville and Tampa by the "A. C. L.;" thence by boat to St. Petersburg. Returning, we came by a division of the Coast Line which runs down the sub-peninsula to St. P., leaving the main line at Palatka. At Tarpon Springs we stopped off for an afternoon and night. This is an attractive place for sportsmen—it's pure "sport" to murder the tarpon for it is not an edible fish—and to the sponge houses here fishers bring their catch from a hundred miles up and down the Gulf coast. What I learned about sponge catching, killing, sorting, curing and packing interested me greatly, but my space is more than covered. In the evening we rode over to the lighthouse on Anclote Key. An Austrian oak in full bloom, the first I had seen in that condition, is on the last page of the mental picture book that I brought away from Tarpon and the west coast of Florida.

HELPS, HINTS, AND SUGGESTIONS.

THE SCHOOL CODE.

By U. S. Brandt.

An act of the General Assembly revising and codifying the school laws of Ohio was passed April 25, 1904, and became a law at 4:30 P. M., of the same day, by the approval of Governor Herrick. The

act is comprehensive and well-written. It cures the evils of special legislation; and, aside from this, marks a long step forward in the history of school legislation in this state.

While its length makes it impracticable to publish the entire act, the

extracts here given, following generally the language of the statute, may be of interest to those who have not yet read the law.

SCHOOL DISTRICTS.

The state is divided into school districts to be styled respectively, city school districts; village school districts; township school districts; and special school districts.

Each incorporated city, now existing or hereafter created, together with the territory attached to it for school purposes, and excluding the territory within its corporate limits detached for school purposes, shall constitute a city school district.

Each incorporated village, now existing or hereafter created, together with the territory attached to it for school purposes, and excluding the territory within its corporate limits detached for school purposes, shall constitute a village school district.

When a village is advanced to a city, the village school district shall thereby become a city school district; when a city is reduced to a village the city school district shall thereby become a village school district.

Each civil township together with the territory attached to it for school purposes, and excluding the territory within its established limits detached for school purposes, shall constitute a township school district.

Any school district, now existing,

other than a city, village, or township school district, and any school district organized as hereinafter provided, by proceeding in probate court, shall constitute a special school district.

The territory included within the boundaries of any city, village or special school district shall be contiguous.

Territory may be transferred from one district to another by the mutual consent of the boards of education having control; or, upon petition of one-half the male electors of the territory sought to be transferred, said petition to be filed with the clerks of the boards interested, if such boards fail or refuse to transfer such territory final jurisdiction of the matter is conferred upon the Probate Court.

BOARDS OF EDUCATION.

Every woman born in the United States, or who is a wife or daughter of a citizen of the United States, who is over twenty-one years of age and possesses the necessary qualifications in regard to residence, as is provided for men, shall be entitled to vote, and to be voted for, for member of the board of education and upon no other question. The law relating to registration shall apply to women upon whom the right to vote is conferred, but the names of such women may be placed on a separate list.

In city school districts the board of education shall consist of not less

than two members nor more than seven members elected at large, by the qualified electors of the school district, and of not less than two members nor more than thirty members elected from sub-districts by the qualified electors of their respective sub-districts; provided that in city school districts which at the last preceding federal census contained a population of less than fifty thousand persons, the board of education shall consist of not less than three members nor more than seven members elected at large, by the qualified electors of such city school districts. By this provision the only cities to elect members of the Board of Education by sub-districts are Cleveland, Cincinnati, Toledo, Columbus, and Dayton. These cities shall be divided into sub-districts before the first day of July next. Such districts shall consist of compact, adjacent territory, and shall not be changed until after each federal census. Upon failure of existing boards to district or re-district the city such power is given the State School Commissioner. Sub-districts are to be numbered consecutively, the members of the board from the sub-districts of odd numbers to be elected for two years, from other subdistricts for four years, and, at the expiration of these terms, successors to be elected for four years.

In all other cities the size of the boards, to consist of not less than three nor more than seven members

elected at large, shall be determined by existing boards not later than July 1, 1904.

The board of education of village, township and special school districts shall consist of five members elected at large at the same time and in the same manner as municipal and township officers are elected, for the term of four years from the first Monday in January after their election or until their successors are elected and qualified. At the first general election held hereafter, two members are to be chosen for two years, and three to serve for four years, and at the election held every second year thereafter, their successors shall be elected for the term of four years. These provisions apply, also, to all incorporated villages not now organized as school districts, and to all villages to be hereafter created.

In all districts candidates may be nominated by petition duly signed and presented to the county board of elections.

Boards of Education in all districts shall organize on the first Monday in January after the election. The president shall be chosen for one year and the clerk for a term not to exceed two years. The clerk may or may not be a member of the board.

In each city, village and township school district, the treasurer of the city, village and township funds, shall be respectively the treasurer of the school funds; in

each special district the board of education shall choose its own treasurer, whose term of office shall be for one year beginning on the first day of September.

TOWNSHIP SUB-DISTRICTS.

The division of township school districts into sub-districts as they now exist shall continue and be recognized for the purpose of school attendance, but the board of education is authorized to increase or diminish the number or change the boundaries of the sub-districts at any regular meeting, a map designating such changes to be entered upon its records.

In all townships whose schools are not centralized each sub-district shall elect, annually, on the second Monday of April, one director, to hold office for one year. This director shall preside at the school meetings of the district, record their proceedings, and shall act as the organ of communication between the inhabitants and the township board of education. He shall take charge of the school house and property of his district and when so ordered by the board shall make all temporary repairs of the school house, furniture and fixtures, and provide the necessary fuel for the school, reporting the cost thereof to the board of education for payment. The director of each sub-district shall take the enumeration of his sub-district and return the same to the clerk of the township

board of education in the manner prescribed by law.

Joint sub-districts are abolished and the territory of such districts, situated in the township in which the school house of the joint sub-district is not located, shall be attached for school purposes to the township school district in which said school house is located.

CENTRALIZATION OF SCHOOLS.

A township board of education may submit the question of centralization, and upon the petition of not less than one-fourth of the qualified electors of such township district, must submit such question to a vote of the qualified electors of such township district, and if more votes are cast in favor of centralization than against it, at such election, it shall become the duty of the board of education, and such board of education is required, to proceed at once to the centralization of the schools of the township, and, if necessary, purchase a site or sites and erect a suitable building or buildings thereon; provided, that if, at the said election, more votes are cast against the proposition for centralization than for it, the question shall not again be submitted to the electors of said township district for a period of two years. When the schools of a township have been centralized, such centralization shall not be discontinued within three years thereafter.

The board of education of any

township school district, may suspend the schools in any or all sub-districts in the township district, but upon such suspension the board must provide for the conveyance of the pupils residing in such sub-district or sub-districts to a public school in said township district, or to a public school in another district, the cost of such conveyance to be paid out of the funds of the township school district; or the board may abolish all the sub-districts providing conveyance is furnished to one or more central schools, the expense of such conveyance to be paid out of the funds of the district.

SPECIAL DISTRICTS.

A special school district may be formed of any contiguous territory, not included within the limits of an incorporated city or village, which has a total tax valuation of not less than one hundred thousand dollars. The establishing of such a district is placed under the jurisdiction of probate court.

Existing special districts, whether created by general or special act, are not changed, except such special districts as do now or may hereafter include within their boundaries a city or incorporated village, in which event such special district shall become a city or village district with territory attached or detached, as the case may be.

A special school district may be abandoned by vote of electors residing therein, the territory and school

property thereof to revert to the township district from which it was taken.

Boards of education of special school districts are authorized to provide for the conveyance of pupils of said districts to the school or schools of the districts, the expense of said conveyance to be paid from the school funds of the special school districts; provided, however, that boards of education of such districts as provide transportation for the pupils thereof, shall not be required to transport pupils living less than one-half of a mile from the school house, transportation of such pupils being optional with the board of education. Provided, further, that when any pupils of said district reside at a greater distance than one and one-half miles from the school house the board of education shall be required to provide for the conveyance of such pupils, the expense thereof to be paid from the school funds of said special school district.

APPOINTMENT OF TEACHERS.

The board of education in each city school district *shall* appoint a suitable person to act as superintendent of the public schools of the district, for a term not longer than five school years, the term to begin within four months of such appointment. Said superintendent shall, upon his acceptance of the appointment, become thereby empowered to ap-

point, subject to the approval and confirmation of the board, all the teachers, and he may for cause suspend any person thus appointed until the board or a committee of the board may consider such suspension, but no one shall be dismissed by the board unless the charges are first reduced to writing and an opportunity be given for defence before the board; provided that any city board of education may, upon a three-fourths vote of its full membership, re-employ any teacher whom the superintendent refuses to appoint. The board of education of each village, township and special school district *may* appoint a suitable person to act as superintendent, and [to] employ the teachers of the public schools of the district, for a term not longer than three school years, the term to begin within four months of the date of the appointment; two or more districts may unite, appointing the same person as superintendent.

In no district may the present board employ a superintendent or teacher for a term to extend beyond the school year ending August 31, 1905.

SCHOOL RECORDS.

Boards of education shall require all teachers and superintendents to keep the school records in such manner that they may be enabled to report annually to the county auditor and state

commissioner of common schools, as required by the provisions of this title and shall withhold the pay of such teachers and superintendents as fail to file the reports required of them; the records of each school shall, in addition to all other requirements, be so kept as to exhibit the names of all pupils enrolled therein, the studies pursued, shall indicate the character of the work done, the standing of each pupil, and shall be as near uniform throughout the state as may be practicable; said boards may require superintendents and teachers to report such matters as they deem important or necessary for information in regard to the management and conduct of the schools and to make such suggestions and recommendations as they may deem advisable relative to methods of instruction, school management, or other matters of educational interest; and the board of education of each city district shall prepare and publish annually a report of the condition and administration of the schools under its charge, and include therein a complete exhibit of the financial affairs of the district.

ELEMENTARY SCHOOLS—LENGTH OF SCHOOL YEAR.

Each board of education shall establish a sufficient number of elementary schools to provide for the free education of the youth of school age within the district un-

der its control, at such places as will be most convenient for the attendance of the largest number of such youth, and shall continue each and every elementary day school so established not less than thirty-two nor more than forty weeks in each school year, and all the elementary schools within the same school district shall be continued the same length of time. And boards of education are required to prescribe a graded course of study for all schools under their control in the branches named in the following paragraph, subject to the approval of the State Commissioner of Common Schools. Each township board of education shall establish and maintain at least one elementary school in each sub-district under its control, unless transportation is furnished to the pupils thereof as provided by law.

ELEMENTARY SCHOOLS DEFINED.

An elementary school is hereby defined as a school in which instruction and training are given in spelling, reading, writing, arithmetic, English language, English grammar and composition, geography, history of the United States, including civil government, physiology and hygiene; but boards of education may cause instruction and training to be given in vocal music, drawing, elementary algebra, the elements of agriculture and other branches which they may deem advisable for the best inter-

ests of the schools under their charge.

PUPILS—ATTENDANCE.

The schools of each district shall be free to all youth between six and twenty-one years of age, who are children, wards or apprentices of actual residents of the district, including children of proper age who are or may be inmates of a county or district children's home located in any such school district, at the discretion of the board of education of said school district; provided that all youth of school age living apart from their parents or guardians and who work to support themselves by their own labor, shall be entitled to attend school free in the district in which they are employed. Each board of education may admit other persons upon such terms or upon the payment of such tuition as it may prescribe; provided, that when a youth between the age of six and twenty-one years or the parent of such youth owns property in a school district in which he does not reside and said youth attends the schools of said district, the amount of school tax paid on such property shall be credited on the tuition of said pupil.

When pupils live more than one and one-half miles from the school to which they are assigned in the district in which they reside, they are entitled to attend a nearer school in the same district, or if

there be no nearer school in said district, they may attend the nearest school in another school district, in all grades below the high school, and in such cases the board of education of the district in which they reside shall be compelled to pay the tuition of such pupils without an agreement to that effect; but a board of education shall not collect tuition for attendance as provided herein until after notice of such attendance shall have been given to the board of education of the district where the pupils reside.

EMPLOYMENT OF CHILDREN OF SCHOOL AGE.

No child under sixteen years of age shall be employed or be in the employment of any person, company or corporation during the school term and while the public schools are in session, unless such child shall present to such person, company or corporation an age and schooling certificate herein provided for. An age and schooling certificate shall be approved only by the superintendent of schools, or by a person authorized by him, in city or other districts having such superintendent, or by the clerk of the board of education in village, special and township districts not having such superintendent, upon a satisfactory proof of the age of such minor and that he has successfully completed the studies of reading, spelling, writ-

ing, English grammar, geography and arithmetic; or if between the ages of fourteen and sixteen years, a knowledge of his or her ability to read and write legibly the English language. The age and schooling certificate shall be formulated by the state commissioner of common schools and the same furnished, in blank, by the clerk of the board of education. Every person, company or corporation employing any child under sixteen years of age, shall exact the age and schooling certificate prescribed in this section, as a condition of employment and shall keep the same on file, and shall upon request of the truant officer, permit him to examine such age and schooling certificate. Any person, company or corporation, employing any minor contrary to these provisions shall be fined not less than twenty-five nor more than fifty dollars.

TEACHERS' EXAMINATIONS AND CERTIFICATES.

County Boards.

There shall be a county board of school examiners for each county, which shall consist of three competent persons to be appointed for three years by the Probate Judge. Two of such persons shall have had at least two years' experience as teachers or superintendent, and shall have been within five years, actual teachers in the public schools. Each per-

son so appointed shall be a legal resident of the county for which he is appointed. No examiner shall teach in, be connected with, or be financially interested in any school which is not supported wholly or in part by the state, or be employed as an instructor in any teachers' institute in his own county; nor shall any person hold the office of examiner who is agent of or is financially interested in any book publishing or book-selling firm, company or business, or in any educational journal or magazine.

The members of county boards of examiners, as now constituted, shall serve for the full term for which they were appointed unless removed for cause as provided for in section forty hundred and sixty-nine as it existed previous to this enactment.

Each board shall hold public meetings for the examination of applicants for county teachers' certificates on the first Saturday of every month of the year, unless Saturday should fall on a legal holiday, in which case, said examination shall be held on the succeeding Saturday. In no case shall the board hold any private examination or ante-date a certificate; and each applicant shall pay to the board for the use of the county institute, a fee of fifty cents.

After the first day of September, 1904, the questions for all county teachers' examinations,

throughout the state, shall be prepared under the direction of the state commissioner of common schools, and sample lists shall be mailed, under seal, to the clerks of the said boards of examiners not less than ten days before each examination. Upon the receipt of said lists, the boards are authorized and required to have a sufficient number of copies of the same printed for use in the examination.

The county board of school examiners may grant teachers' certificates for one, two, three, five, and eight years from the day of the examination; and said certificates shall be valid in all village, township and special school districts of the county wherein they are issued, but in all school districts situated in two or more counties, teachers' certificates obtained in either county shall be valid in such districts. All teachers' certificates granted for one, two or three years shall be regarded as provisional certificates and shall be issued only in compliance with such reasonable regulations and standards and upon such ratios as the board may adopt, but no such certificate shall be renewed except upon examination; provided, that when any teacher holds a two-year certificate and has for the last five years preceding been continuously engaged in teaching in the same county, said teacher shall be entitled to have his or her certificate renewed by passing an examination in theory

and practice; all certificates granted for five years, or eight years, shall be regarded as professional certificates and shall be renewable without examination at the discretion of the examining board, if for three years preceding the date of the application the holders thereof shall have been engaged in teaching, not less than twelve months of such time being spent in the same district, and the board of examiners being satisfied as to the moral character and the professional attainments of the holders thereof. No certificate shall be issued to any person who is less than eighteen years of age; and if at any time the recipient of a certificate be found intemperate, immoral, incompetent, or negligent, the examiners, or any two of them, may revoke the certificate; but such revocation shall not prevent a teacher from receiving pay for services previously rendered.

From and after the first day of September, 1904, only three kinds of teachers' certificates shall be issued by county boards of school examiners: "Teacher's Elementary School Certificate," which shall be valid for all branches of study in schools below high school rank. "Teacher's High School Certificate," to be valid for all branches of study in recognized high schools and for superintendents, and "Teacher's Special Certificate," which shall be valid in schools of all grades, but only for the branch or branches of

study named therein. From and after the first day of September, 1905, no person shall be employed or enter upon the performance of his duties as a teacher in any elementary school supported wholly or in part by the state in any village, township, or special school district who has not obtained from a board of school examiners having competent jurisdiction a certificate of good moral character and that he or she is qualified to teach orthography, reading, writing, arithmetic, English grammar and composition, geography, history of the United States, including civil government, physiology including narcotics, literature, and that he or she possesses an adequate knowledge of the theory and practice of teaching; and no person shall be employed or enter upon the performance of his duties as a teacher in any recognized high school supported wholly or in part by the state in any village, township, or special school district, or act as a superintendent of schools in such district, who has not obtained from a board of examiners having competent jurisdiction a certificate of good moral character and that he or she is qualified to teach literature, general history, algebra, physics, physiology including narcotics, and, in addition thereto, four branches elected from the following branches of study: Latin, German, rhetoric, civil government, geometry, physical geography, bot-

any, and chemistry; and that he or she possesses an adequate knowledge of the theory and practice of teaching; provided, that county boards of school examiners are authorized to recognize or renew, at their discretion, in the appropriate kind and for the same length of time, any certificate or certificates held by teachers who may apply for such recognition or renewal prior to the first day of September, 1905, and provided further, that no person holding a common school life certificate issued by the board of state examiners shall be required to hold any other certificate to teach in the elementary schools of the state, nor shall any holder of said common school life certificate be required by any board to be examined in any of the branches covered by said certificate in order to be granted the teachers' high school certificate authorized herein.

City Boards.

There shall be a city board of school examiners for each city district, consisting of three persons, to be appointed by the board of education of the district. Such boards shall hold not less than two meetings each year. Their powers and duties are the same as those of county boards relating to the kinds of certificates authorized to be issued for teachers in elementary schools and high schools, and for superintendents; city boards may,

in their discretion, require teachers in elementary schools to be examined in drawing, music, or German if such subjects are a part of the regular work of such teachers.

All village boards of examiners are abolished, but certificates issued by such boards shall continue in force within the village school district, for the full time for which they were issued.

Legal Holidays.

Teachers employed in the public schools may dismiss their schools, without forfeiture of pay,
Western TeacherMilwaukee, Wis.
Wisconsin Journal of Education.....
Madison, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, June 28 to July 1, 1904. The president of the association is John W. Cook, DeKalb, Ill.

THE next state examinations will be held in Columbus, June 1-6, 1906. In any county in which a county institute is held may dismiss their schools for one week for the purpose of attending such institute, and when such institute is held while the schools are in session the boards of education of all school districts are required to pay the teachers of their respective districts their regular salary for the week they attend the institute upon the teachers' presenting a certificate of full regular daily attendance at said institute, signed by the president

and secretary thereof; the same to be paid as an addition to the first month's salary after said institute by the board of education by which said teacher is then employed, or in case he is unemployed at the time of the institute, then by the board next employing said teacher, provided the term of said employment begins within three months after said institute closes.

Miscellaneous.

City boards are authorized to maintain schools for the deaf youth of school age. person who is less than eighteen years of age; and if at any time the recipient of a certificate be found intemperate, immoral, incompetent, or negligent, the examiners, or any two of them, may revoke the certificate; but such revocation shall not prevent a teacher from receiving pay for services previously rendered.

From and after the first day of

Taxes for school purposes shall be levied between the third Monday in April and the third Monday in June. Boards shall not levy in excess of twelve mills on each dollar. In city districts, the levy of the board of education must be approved by the Board of Review.

The board of any district shall have authority to provide by resolution for the deposit of school money in banks on competitive bids, the fund deposited to draw not less than two per cent. interest.

The prosecuting attorney of the county remains the legal adviser of township, village and special boards, and the city solicitor of city boards.

The board of every district having a bonded indebtedness shall create a sinking fund, to be managed and controlled by five commissioners, appointed by common pleas court, to serve without compensation.

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O. T. CORSON, EDITOR AND PROPRIETOR

SUBSCRIPTION RATES.

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Wisconsin Journal of Education.....
.....Madison, Wis.

THE next meeting of the N. E. A., will be held in St. Louis, June 28 to July 1, 1904. The president of the association is John W. Cook, DeKalb, Ill.

THE next state examinations will be held in Columbus, June 14-16, and December 27-29, 1904. Supt. Arthur Powell, Middletown, is president of the board, and Supt. C. C. Miller, Lima, clerk.

IT is one thing to talk to our pupils and quite another to talk with them. Conversation is a prime accomplishment and it consists partly in listening.

INASMUCH as the new code requires all teachers to be examined

in literature the vacation can be pleasantly and profitably spent in studying this delightful subject.

TOWNSHIP commencements have come to be events of pleasure and profit to many people, and the appointments and programmes often take rank with those of towns and cities. So much for the progress of ten years.

It all depends upon the point of view. While there are many people who seem to envy the teachers their long summer vacations, the teachers themselves are not so fascinated seeing that these vacations are enforced and without salary.

IN Latin the word *mors* is translated *habit* and the plural *mores* is translated *character*. Hence character is the sum of all the habits, and what we do habitually is a part of character. This may furnish a suggestion to teachers in their efforts to foster correct habits of thought and work among their pupils.

THE meeting of the N. E. A. at St. Louis offers superior attractions this year in the way of a good programme in addition to the exposition. It will be unfortunate, however, if the attractions of the Exposition are allowed to absorb the attention of teachers to the exclusion of the good things on the N. E. A. programme.

AN applicant for a good position some time since announced in a somewhat cavalier style that at college he was a classmate of a certain president of a college and a certain superintendent of a large city school. This set the authorities wondering why he had fallen so far to the rear of his class-mates, and, accordingly, another man was elected to the position. Which shows that trying to ride into the gateway of success on another man's horse is sometimes rather ticklish business.

WHATEVER differences of opinion existed touching the matter of a school code have apparently disappeared since the present code became a law, and now all seem to see in it a prophecy of better things for the schools. We give in this issue a synopsis of the code and believe our readers will find that this synopsis covers pretty completely its most important provisions. It contains so many excellent features that it is well-nigh impossible to point out the places for emphasis. For the country schools the minimum term of eight months seems one of the best features, and, for the city schools, the enlarged powers of the superintendent must appeal to the good judgment of every one. The twelve-mill levy is also a feature not to be lightly esteemed and we are persuaded that the code as a whole will meet the approval of all friends of the schools.

To spend time and energy in justifying a course rather than in improving it is not the highest type of progress. To the really progressive man yesterday is ancient history, and if to-day is not an improvement upon yesterday then the world is either standing still or retrograding. Moreover, the reminiscencer runs great risk of becoming a reminiscence.

WE give in this issue the result of the recent meeting of the Board of Control of the Reading Circle, and the seven thousand members of the Circle will find much to interest them in the list of books selected for the year. We are giving an outline of the work for the year also, and feel assured that this will facilitate the work. We are in hearty sympathy with Dr. Burns in his desire to increase the membership to ten thousand this year, and it is already within the range of possibilities.

THE sad news of the death of former Supt. John E. Gibbins, of Eaton, reaches us at Rome, and a word of tribute to his memory seems in place. Knowing him so intimately from our boyhood, full opportunity has been given to recognize his many sterling qualities. No truer friend than he ever lived. Extremely timid and modest, his abilities were under-rated by many who were near acquaintances, and because he said little as a rule, there

were those who misunderstood and misinterpreted what he did say. By those who knew him intimately he will ever be remembered as a student painstaking, earnest, and accurate; as a teacher filled with a quiet enthusiasm which inspired his pupils with a desire to know; as a soldier who served his country loyally in the dark hours of its greatest crises; as a public official whose rugged honesty led him to sacrifice his personal means to the public good; as a friend absolutely reliable at all times and under all circumstances—a manly man whose many friends will mourn his loss and honor his memory as they recall all that he has been to them in the days gone by.

To an American in Rome some of the comments of the London press relative to the report of the Mosely Commission are interesting reading. As a rule these comments are most complimentary to the condition of American education and the great interest manifested by the people of the United States in schools of all grades is dwelt upon as being in marked contrast to the lack of such interest in England. At least one of the criticisms of our system, to the effect that American boys are growing up quite effeminate—not able “to punch” one another and to endure being “punched” with sufficient zeal—is slightly amusing to one who is rea-

sonably certain that the average young American is not in any immediate danger of either failing to demand his rights or to defend himself when necessary. The cause of this downward tendency of the American boy, as charged by the English critic, is laid at the door of the women teachers. This seems the "most unkindest cut" of all, but, perhaps, it may really be an unintentional compliment to the civilizing influence of the sex usually supposed to be less stern.

* * *

"What is education?" seems to be a perplexing question to our English cousins as well as to us, and the views of one, who says he is a trained, certified school master with seven years' experience outside of the seventeen years' experience inside of the school room, may be worthy of consideration. In "The Editor's Post-Bag" of a recent edition of the *London News*, these views are expressed as follows:

"What is Education? What is Labor? The two questions are more closely allied than many people seem to suppose. Education is not fairy-tale culture, as Mr. _____, would have us suppose. True education is the development of the moral, intellectual and physical capacity for labor."

ITALIAN SCHOOLS AND SCENES.

Fortunately one of the many impossibilities of life is that of escape from experiences which constantly remind us of our childhood days

—days which may have appeared in their passing as troublesome times, but viewed from that distance which "lends enchantment to the view," recall only happy memories of freedom from care and of unbounded opportunity for enjoyment. Even the *ennui* produced by the first really warm days of spring in this foreign clime has recalled most vividly the repeated attacks of "spring fever" to which all boys and some girls, "once upon a time," were subject, in a certain locality in southwestern Ohio. The "tired feeling" produced by the attack was hard to bear at the time but the recollection of its effect in the diminished amount of work expected and produced both at school and at home on the farm is still a joy.

Only a few days ago, while sitting on a door-step in old Sorrento waiting for an attack to pass off sufficiently to enable me to get back to the hotel where the good lunch, which was certain to be served, would act as a tonic for future efforts, another reminder of childhood presented itself for consideration. A barefoot boy of three or four winters passed by, driving his *three-horse* team hitched abreast as horses are frequently driven here to the tourists' carriages. That they were stick-horses and that he yelled at them and plied his whip with vigor proved beyond a doubt that the Italian boy, like the American, has an imagination. That he

drove *three horses* as previously stated is strong evidence that he is influenced by his "environment." These remarkable facts and conclusions in "child study" are recorded here for the benefit of both present future pedagogues.

But what brings back more vivid recollections or happier memories of youth than a visit to school where interesting and interested children are taught by enthusiastic teachers who realize their opportunities for good? Even if the instruction be given in an unknown tongue, there is a pleasure which can be felt when in the presence of a well conducted school. On the other hand where there is lack of sympathy and understanding between teacher and pupil, no interpreter is needed to make it plain, although the school may be in Italy and the visitors from Ohio.

In some respects the schools visited so far remind me of schools in the Buckeye state. There is much more formality shown toward visitors than at home and a large amount of physical culture is incidentally acquired in responding to the many uprisings and down-sittings, the bowings and scrapings, with which one is greeted by both the teacher and the school. They all have their "company manners" on and ready for use upon the slightest provocation and to know just when and how low to bow is a hard problem to solve.

"As is the teacher so is the

school" is as true here as in Ohio. In one room a quiet, attentive school is found, taught by a teacher who knows when to keep still and how to speak, when it is necessary, and across the hall, exactly opposite conditions prevail. In one, the school seems to manage itself without any effort on the part of the teacher; in the other the school is not managed at all, although the noise and confusion of the pupils and the loud tones and intense physical activity of the teacher all indicate that an immense amount of energy is being used to no purpose.

The rooms are poorly furnished in comparison with ours. The desks are cheap, clumsy, and uncomfortable and seat from two to four. The blackboard is small and inferior to some of the improvised ones furnished for use in Ohio institutes. The walls are decorated (?) with maps of the continents and the frequent presence of charts, showing in hideous form some of the animals of the different countries, proves that boards of education can be robbed on the shores of the Mediterranean as well as in the valleys of Ohio.

When the teacher's ability to speak English is represented by zero and exactly equals that of his visitor to understand Italian, and all the instruction is in the latter tongue, the situation can better be imagined than described. Under such circumstances the interchange of thought is not as free

as might be desired. By some sort of wireless, pedagogical telegraphy the Italian teacher has learned one of the bad tricks of some of his American sisters and at once stops the regular work of the school, when the visitor enters, and begins to put his best foot foremost in some *special exercise*, the very thing, which any one who is really interested and anxious to learn, does not want to see or hear. When music and physical culture become a part of the course of study in all the grades Americans can then be "entertained," when visiting schools, very much as at home. Until that time arrives, they will have to be content with the rehearsal of reading lessons carefully prepared in advance, or arithmetic reviews in which in some unaccountable manner remarkably accurate results are nearly always secured and for some in-explainable reason only the brightest pupils are called upon to recite. What a rare privilege it is to visit a school at home or abroad where mistakes are made in a perfectly natural manner and where the monotonous brilliancy and accuracy of pupils are occasionally relieved by an honest answer from a dull boy that he doesn't know!

The reading of the Italian children sounds well and the intonations of the voice and the expression of the face would seem to indicate that they enter into the spirit of what is read. Judging

from what one can understand, under such unfavorable conditions, it is safe to state that arithmetic is a favorite study with both pupils and teachers. In each school visited, number work in some form was soon presented and the figures formed a means of communication which made the work intelligible in a degree at least. With one pupil at the small blackboard to perform the required operation and the entire school to watch him with eager faces and intense interest, the exercise was an enjoyable one to those who observed it. While the chalk was used to some extent, much of the work was done mentally. For instance in long division, the product of the divisor and each figure of the quotient was not put down, as in our schools, but the subtraction of this product from the dividend made a part of the process, only the remainder being recorded. Perhaps the following, copied exactly from the work on the blackboard, will make it plain to all:

$$827.6 : 5.79 = 82760 : 579$$

2486	142.93
1700	
5420	
2090	
353	

The writing both in copybooks and on blackboard was quite legible and executed with reasonable rapidity. Unfortunately so far no opportunity of observing the

method of teaching the formation of the letters has presented itself, the work being confined to writing sentences dictated by the teacher. In one very interesting school in Sant' Agnello di Sorrento, taught by Tomasso Ragucci, a teacher of many years' experience, who is highly honored and respected by all his present pupils as well as their parents, some of whom were his former pupils, the following was written upon the blackboard, at his dictation, by one of the boys, as we were about to leave the room:

"Stamane, 15 Aprile 1904, sono venuti nella nostra scuola una Signora (Lady) ed un Signore (Lord) gentilissimi: Noi abbiamo gradito molto la loro visita, e auguriamo loro un felice e gradito soggiorno fra noi:

Gli alunni di 4^a e 5^a classe Siamo in classe 40 alunni; sono assenti 4 alunni."

With some outside aid the following translation (*free* in at least two senses) has been made:

"This morning, April 15, 1904, there have been in our school one Lady and one Lord, very gentle. We have been very happy with their visit. We wish them a very pleasant and happy sojourn with us.

"The scholars of the 4th and 5th classes.

"We have in school 40 scholars: there are 4 absent scholars."

While comment is unnecessary, a word of personal gratification seems fitting and will surely be pardoned. Only think of it! In Italy less than a month and made a

"Lord" *in writing* so that there can be no mistake! It is worth a trip across the sea to have one's status in his home settled beyond question, and in the presence of his "Lady."

Since writing the preceding a delightful visit has been made to the Infantile (Kindergarten and Primary) Department of the schools in charge of women teachers. Here we found both boys girls attending the same classes while in the more advanced grades they are separated. The work was interesting and up-to-date and was directed by a most enthusiastic supervisor whose spirit is manifested everywhere in the interest of both the pupils and teachers under her charge. We were greeted with singing and physical culture movements, followed by exercises in arithmetic with blocks for objects, from which buildings illustrative of different kinds of architecture (some quite original) were made, paper cutting, etc., etc. The work seemed to be well "correlated," practical hygiene coming in for "incidental" attention, when the "mental fatigue" incident to the strain of the number work was relieved by a brief intermission in which the teacher attended to the nasal appendage of a boy who not only learned *how* it was done but thereafter *did* it himself, with great success, at frequent intervals. A cat which seemed a part of the "laboratory equipment" of the

school was literally seized upon by the teacher at the "psychological moment" and made the subject of a practical lesson in kindness to animals. It is presumed that the cat also plays an important part in the teaching of reading, thus performing double duty with no additional expense.

The salaries of the teachers in Sorrento are from 90 to 100 francs (\$18.00 to \$20.00) per month for *twelve months in the year*. [It is hoped that by this time the law makes the salary of Ohio teachers not less than \$40.00 per month and is it too much to imagine that some time the teachers may be raised to the level of janitors and also be paid for twelve months, as is now the rule in all cities at least?] Out of the salary received each teacher pays each month a small percentage to the pension fund on which he can be retired, with part pay, after a number of years of service, and also a large percentage to the government as an income tax. It will, therefore, be readily seen that the Italian teachers are not burdened with the substance, the love of which, is declared to be the root of all evil. Like their brothers and sisters in Ohio, they must find a part of their reward in appreciative pupils and in a consciousness of doing good, and wait for the deferred payment of the balance till they reach the next world where the wicked, which class undoubtedly includes those who believe in

cheap teachers, cease from troubling.

The hours for school are about the same as at home. In the winter season there is both a forenoon and an afternoon session but at present the one-session plan prevails which provides that school shall open at 8:30 a. m. and "shut" to use the expression of one of the citizens who speaks English quite well, at 1:00 p. m.

From Sorrento, whose beautiful location and many objects of interest will ever remain a delightful memory, we enjoyed the world-renowned drive to Amalfi, once a city of 50,000 people with one of the finest navies in Europe, now a town of 7,000 whose principal trade is in macaroni and soap. A view of one of the macaroni factories filled us with regret that any of that substance had ever been introduced to our digestive apparatus but a later visit to a well kept store house revived our appetites, and like *Oliver Twist*, we have been asking for more. The physical condition of the average Amalfian plainly shows that the soap he manufactures is all intended for the foreign market. "Good morning, have you used Pears' (or any other kind of) soap" would certainly be out of place as a salutation in this ancient and dirty town. From Amalfi to Cava dei Tirreni the drive was continued and no language at my command can convey any idea of the

beautiful scenery which ever greets the eye from every point of view.

Cava, nearly 1,000 feet above the sea is one of the favorite summer resorts of the Neapolitans and at least two "Buckeyes" have found it a most pleasant place for a week's stay. From there many interesting excursions were made, three of which were so full of interest that the temptation to give them a passing notice can not be resented. One was to Paestum, some thirty miles away, the railroad running through a rich valley whose vegetation made us think of the Ohio fields as they appear in June, where the Greeks from Lybaris founded a colony about 600 B. C., and where the remains, consisting mainly of three Doric temples, are of great interest to all tourists. Another, twice made because of the exceptional interest, was up the mountain side for two miles to the romantically situated village of Carpo di Cava where the celebrated Benedictine Abbey of La Trinità di Cava, founded in 1025, is found with its church containing several interesting tombs, a fine, mosaic pulpit, and a remarkably good organ, which we were fortunate enough to hear as well as see; its school of 300 boys, and the valuable library with its most interesting contents, including a map of the world executed more than a century before America was discovered; many original manu-

scripts, among them a marriage contract, dated 792, transferring one-fourth of all that the husband possessed to his wife; and one book, the copying and illumination of which made up the entire life-work of a devoted monk. The third excursion was to Salerno to see the Cathedral of St. Matthew which was founded in 1084, the interior containing the tombs of Margaret of Anjou and Hildebrand, the mere mention of whose names will recall much of historic interest to the reader and perhaps suggest a review of the scenes in which they were such prominent actors.

Since the time I first learned, from a footnote in a school geography, that an eruption of Vesuvius in 79 A. D. destroyed Herculaneum and Pompeii, there has been a longing to see these "Cities of the Dead." This longing was gratified April 28 and 29, 1904, when a visit was made to Pompeii on our return trip to Naples. On the afternoon of the former date we arrived in a pouring rain which served but to emphasize the indescribable appearance of the ancient ruins and the pictures of the imagination formed in a large measure as the result of a careful re-reading of "The Last Days of Pompeii" a few days before proved an excellent preparation for a view of the many objects of interest. The afternoon was spent in the museum where the many well preserved relics found in the different excavations plainly

show the high degree of civilization attained by the residents of this ill-fated city of 25,000 people.

The night spent in a hotel near the entrance made up one of those experiences in life which it is interesting to have once but which it is not specially desirable to repeat. The best hotel was crowded with one of the many "personally conducted" parties and as a result we were compelled to "put up" at and with the "Diomede," classical in name but not particularly desirable in its contents. In fact we almost wished that it had been closed in 79 A. D. It is perhaps but just to confess in this connection that the thought that Old Vesuvius, whose constant smoke and occasional flame indicate great latent abilities and possibilities, might possibly conclude to celebrate the eighteen hundred and twenty-fifth anniversary of its greatest achievement, is not particularly conducive to comfort and sleep even in the midst of the most pleasing surroundings. At any rate the dawn of the beautiful, clear and cool morning of April 29 was most welcome and the forenoon of that day spent in quietly strolling about the streets of the city, once so active in its varied life, all so suddenly stilled more than 1800 years ago, has left an impression on our minds and hearts which can not be fittingly described.

Before closing this article I can not forbear a reference to our amusing experiences in discovering

Royalty in some shape or form at almost every turn. When our boat landed in Naples, The Kaiser and the King of Italy with the German and Italian war ships were on hand to greet us. The day after our arrival at Sorrento, Queen Wilhelmina came sailing into town and the night before our departure the great Fete, costing 30,000 lire (\$6,000), given in her honor, made a beautiful scene. On our return to Naples, April 29, the city was crowded with thousands of soldiers and a shouting multitude in honor of the visit of the President of the French Republic. As we drove to our Pension fronting on the beautiful Bay, we passed under gorgeously decorated arches and banners bearing the inscription of "Viva Loubet!" "Viva King Emanuel!" As we looked out on the blue waters our eyes rested upon the Italian navy and, as the sun went down, our ears were greeted with the reports of the great guns as they thundered forth their salute to the dying day. To add greatly to the most interesting scene, the United States Battle Ship, Kentucky, on her record-breaking tour from Manilla to New York, anchored in the harbor, and our hearts swelled with gratitude and pride that we were citizens of the Republic whose emblem is the glorious Stars and Stripes.

Interesting and inspiring (sometimes most amusing) as these scenes were, our thoughts fre-

quently turned to the future for on the next morning (April 30) we were to meet the "real thing," royalty represented in a friend whose heart always beats true, and whose kindly sympathy and generous nature have gladdened many a life. At 9:00 A. M. on that date we took a car to the boat landing and the presence of some "Jerusalem Tourists" told us that our friend must be near by. A glance about in the immediate vicinity revealed his presence in the person of a short Pennsylvania Dutchman walking up and down the landing with his head bowed, *apparently* in thought, possibly preparing a new lecture for teachers' institutes. With one hand upon his shoulder and the other placed gently but firmly about his neck, I kindly remarked that he could come with us. For a brief moment he could not speak but as usual he soon rallied and Henry Houck, hale and hearty from his long trip to the Orient, was with us and I doubt whether the streets of Naples were ever pressed by the feet of three happier tourists than were we on that long-to-be-remembered day.

This article is mailed from Rome where we came May 3 and no attempt will be made at present to describe the beauty and glory of the "Eternal City." Perhaps after we have partially recovered from the shock of the first impressions made by the immensity of such a ruin as the Coliseum and by the grandeur

of such a church as San Pietro, we may be able to tell something of the pleasure which comes with even a two weeks' stay in the midst of so much of both past and present interest.

To the many kind, sympathetic, and generous friends at home I am most happy to say that better sleep, an excellent appetite with equally excellent food to satisfy it, and gradually lessening nervousness, all encourage the hope that health is returning and that in due time I may again be able to join with the teachers of Ohio in their work.

O. T. CORSON.

Rome, May 7, 1904.

EDUCATIONAL NEWS.

—The subjects of the Commencement speeches at New Lexington, May 24, were unique in that they consisted of entire sentences. There were four graduates. Supt. C. L. Martzloff has the faculty of getting things done well.

—Frank L. Fagley has been elected superintendent at Amelia.

—Supt. Edwin N. Brown of Dayton has been re-elected at the same salary \$3,000.

—O. E. Porter goes from the high school at Georgetown to the superintendency at Manchester.

—Supt. E. P. West of Dayton, Ky., has been elected superintendent at Wilmington at \$1,500.

—Bellefontaine had thirty-nine graduates; May 26, the largest class in the history of the school. Miss Grace Kinsinger took first place at the oratorical contest at Troy, May 13. The other contesting schools were Piqua, Greenville, Xenia, Sidney, and Urbana.

—Supt. L. E. York, Barnesville, had a class of six, May 26. The address was given by Hon. L. D. Bonebrake.

—The Delaware Ladies' Quartette have been delighting commencement audiences with their superb musical numbers. This quartette is composed of two of the celebrated Smith Sisters, Mrs. Conklin and Mrs. Pfiffner, all artists.

—President Chas. G. Heckert of Wittenberg gave the baccalaureate address to the graduating class of DeGraff numbering thirteen.

—The commencement at New Philadelphia was held May 31, under the supervision of Supt. Geo. C. Maurer. There were fifteen graduates.

—Supt. T. W. Shimp, Delphos, graduated a class of fourteen, May 26, ten girls and four boys.

—Teachers who attend the N. E. A. meeting should, by all means, arrange for accommodations in advance. Otherwise they may experience much inconvenience. This may be done by addressing W. A. Carpenter, Secretary, Ninth and Locust Sts., St. Louis, Mo.

—The Tri-State Normal College of Angola, Ind., invites Ohio people to join Summer School of ten wks. June 7th. If you can't come at opening, come later and finish term at \$2.90 per week, for board, furnished room, tuition and reading room.

—The first commencement of the Howard high school was held May 20, with three graduates. Supt. C. M. Grubb had charge of the exercises.

—Special attention is called to the advertisement in this issue of the Ohio Central Lines. They now have a traffic arrangement with the Lake Shore which is advantageous to Chicago passengers.

—Supt. H. E. Denning, West Union will graduate a class of nine June 2, with a very attractive programme. Dean H. C. Minnich will present the diplomas.

—Supt. Geo. P. Chatterton graduated five boys and three girls, May 20, at Frankfort.

—Supt. O. M. Soule, Franklin, has been unanimously re-elected at a comfortable and comforting increase in salary. His four years' service has greatly redounded to the good of the schools.

—Supt. J. E. Peterson of Butler Tp., Montgomery Co., graduated a class of eight, May 18. Mr. Long of Dayton gave the class address. The schools have made good progress under Supt. Peterson's lead-

ership and his unanimous re-election for the fifth year was only a just recognition of merit.

—Supt. Chas. W. Gunion has placed Appleton, Licking county, on the map by his conduct of the schools of Bennington township. The board recently re-elected him for two years, an honor fully deserved. Are there any other township superintendents who have received two-year elections?

—Supt. C. A. Wilson, of Milford, has been elected superintendent at Carthage.

—Supt. J. H. Fortney, New Burlington, has been elected at Williamsburg to succeed Supt. W. F. Gephart, who declined a re-election.

—Supt. Wm. McK. Vance, Miamisburg, graduated eight boys and three girls May 19th. The feature of the commencement programme was a drama entitled "In the Days of Good Queen Bess," the characters being taken by members of the class. Dr. W. O. Thompson preached the baccalaureate sermon on the evening of May 15th.

—The programme for commencement week at Miami University is as follows:

Sunday, June 12, 2:30 P. M. — Baccalaureate Sermon by the President of the University.

Sunday, June 12, 7:30 P. M. — Sermon before the Christian Associations by Rev. J. P. E.

Kumler, D. D., LL. D., of Washington, D. C.

Monday, June 13, 2 P. M. — Commencement Exercises of the Ohio State Normal School of Miami University.

Monday, June 13, 8 P. M. — Gold Medal Oratorical Contest.

Tuesday, June 14, 8 P. M. — Class Day exercises.

Wednesday, June 15, 11:00 A. M. — Business meeting of Alumni Association.

Wednesday, June 15, 2 P. M. — Alumni Address, Hon. David Huston Pottenger, class of 1873.

Wednesday, June 15, 8 P. M. — Grand Concert. Department of Music.

Thursday, June 16, 10:00 A. M. — Commencement. Address by Hon. Walter Wellman, Washington, D. C.

—The new Public Library of Galion was opened with an elaborate and attractive programme April 28th. Hon. C. B. Galbreath delivered one of the principal addresses. Prof. W. H. Critzer directed the music and Supt. I. C. Guinther was conspicuous in many good offices.

—Dean Henry G. Williams gave the address before the graduating class at Moundsville, W. Va., May 6th.

—The Modjeska Male Quartet of Springfield, have been furnishing excellent music at commence-

ments during the past few weeks. Three of the number are teachers.

—Supt. J. W. Miller, Kalida, had one graduate, May 10, Miss M. Ardatha Norris, who carried off the honors of her class.

—Supt. D. J. Schurr, Plain City, had eight graduates, May 12th, two boys and six girls. Why not more boys?

—A very interesting oratorical contest was held in Canton on the evening of April 25th, the high schools of Stark county's three cities being the contestants. There were five contests, in declamation, oration, debate, essay, and recitation. Each city furnished six contestants, two in debate, and one in each of the others. The judges were J. E. Antrim, Akron; J. C. Chenot, Louisville; B. F. Stanton, Salem. Their decision gave Alliance first place, Canton second, and Massillon third.

—Prin. W. F. Hill, Marysville, has been re-elected and salary increased to \$900.

—Supt. F. B. Bryant, Richwood, has been doing things lately. The entire corps has been re-elected with some salary increments; April 9, art exhibit securing a fine picture for each room; April 15, Arbor Day, with 300 children beautifying and planting, and May 26 commencement with nine graduates.

—Supt. F. Linton, Salineville, has been re-elected and salary in-

creased to \$1,000. In five years his salary has increased \$400. The high school is now first grade. There will be five graduates, June 2, and Hon. C. B. Galbreath will give the address.

—Supt. M. E. Hard, Chillicothe, has been re-elected at a salary of \$2,100.

—Charles M. Merry, for four years a teacher in Rayen School, Youngstown, has been elected superintendent at Covington at \$2,400. Another good man lost to Ohio.

—Prin. George M. Bemis, of the Chillicothe high school, has been elected superintendent at Brookfield, Mass., at \$1,500. Congratulations all around.

—Supt. M. Jay Flannery, Sabina, has our thanks for an invitation to his commencement exercises, May 11th.

—Prin. and Mrs. Wells L. Griswold, Youngstown, will sail for Genoa, June 11th and will devote the summer to touring Europe.

—L. I. Hopkins, Troy, is making a study of Ohio ferns and will be glad to have the co-operation of all science teachers. His address from June 20 to August 15, will be Wooster.

—E. D. Johnson, of Rayen School, Youngstown, will spend his vacation in England and France.

—The Auglaize County Teachers' Association held a very inter-

esting and instructive meeting at St. Marys on April 23. Among the prominent features of the day were the addresses of Supt. J. P. Sharkey, of Van Wert; Rev. C. W. Sutton, of St. Marys; Supt. N. E. Hutchinson, of Napoleon, and Miss Virginia Voorhees of St. Marys. The Aolean Octette enlivened the occasion with excellent music and Miss Jessie Leola Neely gave a reading that was highly appreciated.

— Supt. Chas. B. McClintock, Bethlehem township, Stark county, has been elected superintendent at Justus.

— Supt. M. A. Kimmel, of Poland will have four graduates at his commencement, which will be held June 3d.

— Eleven graduates at Leipsic, May 19th, and an excellent programme arranged by Supt. W. S. Sackett.

— Prin. H. B. Turner, of Garretts, has been elected superintendent at Mantua.

— Supt. A. E. Baldwin, of Center Village, graduated one pupil, Miss Ethel May Wenger, on May 5th. The Junior Class has nine members, all of whom will probably graduate next year.

— Supt. S. M. Glenn, of Continental, has been elected superintendent at Huron and has indicated his acceptance.

— Supt. W. E. Kershner, of Prairie Depot, has been elected superintendent at Columbus Grove. This is a distinct promotion of a most worthy man.

— J. W. Smith, Esq, formerly superintendent at Ottawa, is reaping the rewards of industry and perseverance in that city in a lucrative practice of law.

— The school building at Camden has been torn down and will be replaced this summer by one that is fully up to date and modern in every way. The old building has done duty for over fifty years.

— Supt. C. W. Bennett is completing his thirtieth year as superintendent at Piqua with a record that any man might be proud of, but so honest and unselfish is he that he is not proud at all, but only regrets that he has not done more.

— Supt. H. H. Helter, Wapakoneta, has made an excellent record and the board has shown full appreciation by re-electing him at a salary of \$1,600, which is an increase of \$100.

— Supt. C. C. Miller, of Lima, has been re-elected at the same salary, \$2,400.

— Commencement at Camden, May 20, with five graduates. Class address by Prof. Warren Darst, Supt. J. L. Fortney and teachers all re-elected. A fine new school building for next year. "The world do move."

— Supt. S. H. Maharry, Millersburg, and Principal J. C. Cove had a class of six graduates May 26th. Prof. Frederick Trendley gave the class address.

— Upper Sandusky will have seventeen graduates June 2, nine boys and eight girls. This is a good showing, and especially for the boys.

— Supt. J. C. Seeman, Vermilion, has been re-elected for the sixth year. Prin. A. L. Ireby and Miss Kilbride, of the high school, re-elected for the fourth year.

— There is no abatement in the energy of Supt. W. G. Lynch, of Shelby. On May 26th he graduated a class of eighteen.

— Supt. S. M. Glenn, Continental, had a class of seven at the commencement May 26.

— The Board of Education of Youngstown, have voluntarily increased the salary of Supt. N. H. Chaney from \$2,800 to \$3,250. Population considered, this is the highest salary paid in Ohio. Virtue is its own reward, to be sure, but a nice compliment in the way of larger salary doesn't dim the luster of virtue.

— Supt. L. E. Everett, Uhrichsville, graduated a class of seventeen May 27th. Supt. E. A. Jones gave the address.

— Milton M. Leiter, of Preble County, who has been Principal of the West Baltimore Schools and

Assistant High School Teacher of Harrison Township for several years, has been elected Superintendent of the Lewisburg Schools.

— Supt. G. W. Hurless and Principal H. E. Olmstead, Stryker, graduated a class of seven May 26th. Supt. C. C. Miller gave the address.

— Supt. C. S. Wheaton and Principal Miss Lillian C. Smith have been re-elected at Port Clinton.

— Supt. H. H. Hoffman, of Oak Harbor, has been re-elected for his third year. Mrs. Sarah R. Gill was re-elected Principal at that place.

— Supt. C. L. Cronebaugh, Cambridge, graduated a fine class of twenty May 31. A cantata "The Rose Maiden," was given May 30.

— Supt. C. L. Dick, West Jefferson, graduated five girls and one boy May 24. Dr. W. O. O. Thompson gave the address.

— Dr. Alston Ellis gave the class address at Columbus Grove May 25th. There were thirteen graduates.

— Supt. J. H. Barnett, Rockford, has been re-elected and salary increased. All the teachers re-elected. Fourteen graduates May 26 and 27. Supt. C. C. Miller gave class address.

— Supt. G. R. Anderson, Delta, gave two evenings to commence

ment May 27 and 28. There were nine graduates. Dr. Alston Ellis gave the address.

—Supt. W. H. Black, Huron, has resigned, having accepted a position as teacher in far-off Chili. Our best wishes go with him.

—Supt. R. H. Nichols, Hanover, has been re-elected after one year of service with an increase in salary. His commencement was held May 19th with three graduates.

—Supt. T. D. Kelsey, Harpster, graduated two boys and one girl May 20th, all of whom delivered orations far above the average. The Delaware Ladies' Quartette furnished excellent music.

—Supt. H. T. Silverthorn, Mt. Sterling, conducted his final commencement June 1, having seven graduates. He goes to his new field of labor at Logan with the good wishes of the entire community.

—It is pleasant to see the brethren dwelling together in unity. Now, there's two-year-old "Dick" Stevens whose father pertains to the Macmillan Co. trying his best to live up to the name given him by "Dick" Richardson of the D. C. Heath Co. Beautiful!

—Mr. John Davies, a member of the Columbus Board of Education, will sail for Naples June 11. Messrs. Houck and Corson will

please take notice and govern themselves accordingly. Mr. Davies will investigate the effect of the new school code upon the Alps and the Rhine.

—Supt. S. K. Mardis, Toronto, has been re-elected and salary increased from \$1,200 to \$1,500. This is but a just recognition of superb ability, and the people are congratulating themselves that they have a man at the head of their schools who is complete master of the situation.

—Supt. H. S. Armstrong and Principal J. H. Smith, of Holgate, graduated a class of seven May 20th. Hon. F. B. Willis, of Ada, gave the address.

—Supt. M. G. Calhoun has declined a re-election at Thornville to accept the superintendency at Roseville.

—Supt. A. F. Waters and Principal E. O. Porter, of Georgetown, graduated a class of eight May 26th. As a class address Rev. H. C. Jameson, of Dayton, gave his celebrated lecture on "Grit, Grace, and Greenbacks."

—Supt. H. D. Grindle, Columbus Grove, has been elected superintendent at Paulding.

—Supt. J. P. Sharkey, Van Wert, has been re-elected as a matter of course.

—Supt. T. F. Leonard, of Warsaw, has been elected superintendent at Mt. Sterling to succeed

Supt. H. T. Silverthorn, who goes to Logan.

— Supt. F. H. Flickinger, Cardington, graduated seven boys and six girls May 20th, with a programme that elicited the heartiest words of approval of the citizens.

— Prin. S. A. Harbourt, Ashtabula, has been elected superintendent at Andover, to succeed Supt. O. J. Luthi, who becomes Principal of the Grand River Institute at Austinsburg.

— Prin. W. A. Walls, after a very successful two years at the head of the high school at Salineville, has declined a re-election in order to complete his college course.

— Supt. H. E. Smith has been re-elected township superintendent and principal of the high school by Board of Wayne Tp., Butler Co. He has served in this capacity five years and grows stronger each year.

— Supt. S. A. Gillette, Crestline, has been elected to succeed Supt. James Duncan, at Bridgeport, at \$1,500. The best we can wish for Supt. Gillette is that he may have the same support and confidence that has for so many years been accorded Supt. Duncan. To Supt. Duncan we wish all joy and success as he retires to his beautiful farm near Madison, Lake Co.

— Supt. H. B. McCollum, Geneva, has been re-elected.

— Supt. R. P. Clarke, Ashtabula, was a delegate to the Methodist General Conference at Los Angeles.

— The Northwestern Ohio Interurban Oratorical contest was held at Kenton May 13th, and proved to be one of the best contests of the kind ever held in Ohio. The speakers represented sixteen cities and towns. Prof. J. V. Denney, of Columbus, passed judgment upon the composition and Prof. Frederick Treudley, of Athens, upon the delivery. Miss Marie Smith, of Tiffin, took first place with the subject, "Out of the North," Miss Florence Hull, Sandusky, second place, with the subject, "The Greatest American," and Curtis Baxter, Van Wert, third, with "The Knight of Liberty."

— Supt. C. M. Grubb, of Howard, has won laurels for himself this year both in school work and in his management of a course of lectures which won the hearty approval of the entire community.

— The third quarterly meeting of the Teachers' Association of Ottawa County, was held at Lakeside, May 7th. Those taking part in the program were: Miss Louise Sheurman and Miss Lillian Smith, of Port Clinton; Miss Catherine Zook, Danbury; Miss Anna Harris, Marblehead. The Physical Culture Drill by the Lakeside Grammar school pupils, Miss Ruth Lawrence,

teacher, was one of the special features. A very interesting paper on "Dickens as an Educator," was read by Supt. W. E. Kershner, recently elected Superintendent of the Columbus Grove schools. Excellent music was furnished by the Lakeside H. S. Mandolin Club and Prof. A. Hall, of Marblehead.

— The Huron County Association held an excellent meeting at Chicago, April 30th. Supt. Ed. A. Evans had arranged some exercises by the pupils which were greatly enjoyed. These with round table discussions, formed the forenoon program. In the afternoon Supt. W. H. Mitchell discussed "The School Laws of Ohio," in a clear manner, Miss Clara M. Hall, of Bellevue, gave a very interesting account of a visit to the N. E. A. and Supt. A. C. Burrell, of Monroeville, gave a forceful discussion of "Failures in Moral Training."

— Supt. S. H. Layton had a busy week May 15-20. With fourteen graduates from two high schools — two separate commencements, two bacalaureate sermons, two receptions, and all the other attendant joys he managed to fill the days and hours full to repletion.

— One of the most unique commencement programmes we have seen was the one arranged by Supt. J. W. Swartz, of Greenville, and the high school teachers. It consisted of the leading characteristics

of the principal nations of the world, which were given by the members of the class, each group being followed by the national song of that particular nation by the entire class. The programme reached its climax in the concluding song "America." The entire programme showed genius and hard work.

— Supt. Stanley Lawrence and the entire corps of teachers of New Holland, have been re-elected.

— Supt. O. H. Maffett, of Huntsville, graduated four girls and one boy May 17th. Educational sentiment of the right sort has been fostered in that community and high praise is accorded the superintendent by the citizens.

— Supt. J. K. Baxter, Mt. Vernon, and Supt. Edward M. Van Cleve, Steubenville, will conduct a large party of teachers and their friends to St. Louis on the Pennsylvania line, leaving Columbus about 6:30 P. M. June 23rd. This train will go by way of Xenia and Dayton to Richmond there to be joined by other members of the party from Urbana, Troy, Piqua, Greenville, and other points. The party goes at this time that a few days may be devoted to the Exposition before the opening of the N. E. A. on June 28th. The fifteen-day excursion rates are as follows: Columbus, \$13; Newark, \$14; Mt. Vernon, \$14; Delaware, \$13; Urbana, \$12; Greenville and Piqua, \$11; Zanesville, \$14.75; Spring-

field, \$12; Xenia, \$11.50; Dayton, \$11.

— Hon. E. A. Jones will deliver the address at the Youngstown commencement June 10th, when 52 graduates will receive their diplomas.

— Following is the programme at Ohio University, Athens, Ohio, commencement week, 1904: Sunday, June 12, 10:30 A. M. — Baccalaureate Address, President Alston Ellis; 3:30 P. M., Joint Meeting of the University Christian Associations; 7:30 P. M., Annual Sermon, Rev. Geo. Walton King, D. D., Athens, O. Monday, June 13, 1:00 P. M., Annual Meeting of the Board of Trustees; 3:00 to 5:00 P. M., Exhibition of Art Students' Work in Studios; 6:00 P. M., Receptions, Literary Societies; 8:00 P. M., Oratorical Contest, Athenian and Philomathean Societies. Tuesday, June 14, Exercises connected with "Home-Coming Week," Athens County Day; 7:30 P. M., Performance of Willard Spenser's Comic Opera, "The Little Tycoon," Choral Society. Wednesday, June 15, Exercises connected with "Home-Coming Week" — day and evening. Thursday, June 16, 9:00 A. M., Meeting of the Alumni Association, numerous short addresses. 2:00 P. M., Centennial Exercises, Addresses by Dr. Albert Bushnell Hart, Harvard University; Hon. Wade H. Ellis, Columbus, Ohio; Hon. Lewis D.

Bonebrake, Columbus, Ohio; Hon. Edwin A. Jones, Massillon, Ohio, and others; 8:00 P. M., Alumni Banquet. Friday, June 17, 9:00 A. M., Commencement Exercises, followed by an address by Governor Myron T. Herrick; 2:00 P. M., Class Reunions.

— The teachers of Columbus and Franklin county enjoyed two excellent addresses May 21, one by Prof. David R. Major on "Teachers and the Salary Question," and the other by Dr. A. M. Bleile, on "The Brain." The O. S. U. Quartet furnished the music.

BOOKS AND MAGAZINES.

Rand, McNally & Co.

Common Sense Didactics for Common School Teachers, by Henry Sabin, LL. D.

Dr. Sabin was for eight years Superintendent of Public Instruction in Iowa, and for fifty years has been intimately identified with school work. This experience fits him admirably to write a book on this subject in that he brings to his task a large knowledge of all that pertains to the problem of school affairs. The teacher of somewhat wide experience may think this book enters into details too minutely, but if he will recall his own difficulties and trials in the beginning he will appreciate better its value to the young teacher. The counsel is wholesome on every page and no teacher, old or young, can

read it without finding abundant suggestions in the line of his own work. This book is the flower and fruitage of the works on pedagogy that have preceded it.

The Macmillan Co.

History of the United States of America, by Henry William Elson, author of "Side Lights on American History," pp 911. price \$1.75.

This is the latest and best achievement of this distinguished author and will add greatly to his already high reputation. The book is written in popular style and is destined to become the book for ready reference on all points of our history, both in the school and in the home. The author is an Ohio man having been educated at Muskingum College and all Ohio scholars will welcome this latest product of his facile pen.

The Tree-Dwellers, by Katherine Elizabeth Dopp.

This book is designed to give children some insight into conditions antedating historic times, showing some of the struggles of the race toward civilization.

D. Appleton & Co.

Practical Exercises in Astronomy, by Prof. Goodwin D. Swezey of the University of Nebraska. A laboratory manual for beginners written, printed, and illustrated in a most attractive style.

D. C. Heath & Co.

Advanced Course in Algebra. By Webster Wells, S. B. This book is intended to meet the needs of the most elaborate courses offered in American colleges and universities and is the latest product of one of the best known mathematical writers in the country.

Elements of Plane Surveying. By Samuel Marx Barton, Ph.D. An exceptionally useful book that will prove of great value as a college text for students who are to make practical application of their text-book courses.

Storm's Pale Poppenspaeler and *Hoffmann's Das Gymnasium zu Stolpenburg*, are two delightful additions to the well-known Heath's Modern Language Series. Edited with notes and vocabulary.

Ginn & Co.

The Ship of State, with chapters by President Roosevelt, Henry Cabot Lodge, Thos. B. Reed, David J. Brewer, John D. Long, William R. Day, and others. An excellent book for boys and girls between the ages of twelve and eighty.

The Louisiana Purchase. By Ripley Hitchcock. Richly illustrated. This book is true to its name and gives much valuable information on the subject in a fascinating style.

Minna von Barnhelm. Edited, with Introduction, Notes, and Vocabulary, by Richard A. von Minck-

witz, Teacher of Greek and Latin in the DeWitt Clinton High School, New York City, and Anne Crombie Wilder, Teacher of Greek and Latin in the Westport (Kansas City, Mo.) High School.

The editor's introduction aims to present in a small compass only such matter as is of practical use to the high school student of the third year. It contains a short biography of Lessing, a brief history of his time, and a list of books for reference and reading.

Germelshausen, by Friedrich Gerstäcker. Edited with introduction, Notes, Exercises, and Vocabulary by Griffin M. Lovelace, Instructor in Modern Languages in the Louisville (Ky.) Male High School. 16mo. Semi-flexible cloth. xiii+107 pages. Frontispiece. List price, 30 cents; mailing price, 35 cents.

This book, already very popular with teachers and students, has been especially recommended by the "Committee of Twelve." It is interesting as being the product of a German who spent several years in America. The book throughout is distinctively German in spirit and color, and presents an excellent example of narrative and conversation. In every way it is suitable for high schools and colleges as a first book after the reader.

An Elementary American History. By D. H. Montgomery, Author of "The Leading Facts of His-

tory" Series. 12mo. Cloth. 306+xlii pages. Illustrated. List price, 75 cents; mailing price, 85 cents.

Mr. Montgomery has prepared this little book to meet the demand for a brief, continuous, narrative history of our country suited to the wants of elementary pupils. It begins with the earliest accounts of the discovery of America and comes down to the present time. Throughout the work the attention of the pupil is constantly directed to those events which are of primary interest and importance. Whenever such events have been shaped by the action of some well-known man, the writer has endeavored to show the part which that man contributed. By this means the book is made living and real even to the youngest student of its pages.

Primary Arithmetic, by David Eugene Smith, Professor of Mathematics, Teachers' College, N. Y.

In the selection of problems, those against which teachers have long protested have been replaced by those appealing to the life, the interests, the needs, and the powers of children. The drill work is unexcelled in quality, arrangement, and amount.

Our Bodies and How We Live. Revised edition. By Albert F. Blaisdell. 12mo. Cloth. 352 pages. Illustrated. List price, 65 cts.; mailing price, 75 cts. In this revision of Dr. Blaisdell's "Our Bodies" the text has been thor-

oroughly revised and in many parts entirely rewritten. The author's intent has been to bring his well-known book fully into touch with the latest and best scientific thought on physiology and hygiene.

A Scientific German Reader. Revised edition. By George Theodore Dippold, Professor of Modern Languages in the Massachusetts Institute of Technology. 16mo. Semi-flexible cloth. liii + 274 pages. Illustrated. List price, 75 cents; mailing price, 80 cents. From the announcement made in the Preface to the previous editions of this "Scientific Reader," it is obvious that the book has been intended mainly for students who had taken a thorough theoretical and practical course in German grammar for at least one year, with three or four recitations a week. In accordance with this view the pieces for translation had been chosen and the notes arranged.

A Manual of Pronunciation. By Supt. Otis Ashmore, Savannah, Georgia. A handy book well adapted for use in high schools and colleges as well as homes and offices.

Botany Notebook, by Joseph Y. Bergen. A note-book to accompany Bergen's Botany.

The experiments with their comprehensive directions, the special directions to the student for using the Notebook, the blanks for re-

view summaries and for review sketches, together with the convenient ruled and blank sheets, provide adequately all that the modern teacher of botany will require in a botany notebook.

American Book Co.

Self-Help. By Samuel Smiles. This is one of the most popular books ever written, and the recent death of the distinguished author has called attention to it anew. Its republication is a fine stroke of business enterprise and we are glad to have it in this form. There ought to be 100,000 copies sold in Ohio in the next year. The price is 60c.

Forms of English Poetry. By Charles F. Johnson, L. H. D., professor of English literature in Trinity College, Hartford. Equally suitable for young people and for general readers, this volume contains the essential principles of the construction of English verse, and its main divisions both by forms and by subject matter. The historical development of eight of these divisions is sketched and briefly illustrated by examples, but the true character of poetry as an art and as a social force is always kept in evidence.

Wagner's die Meistersinger von Nuremberg Edited by W. W. Bigelow, Associate Professor of German, Amherst College. Cloth, 12mo., 178 pages. Price, 70c.

This representative German drama is here presented for class reading with a scholarly and helpful introduction, treating fully of the Mastersingers and their guild. It is an accurate, genuine, sympathetic picture of German life, showing its striking mixture of idealism and realism. This period of the nation's history is here painted in attractive colors, and surrounded with genial humor and poetic beauty.

Dickens's Christmas Stories.

Edited by Jane Gordon. Cloth, 12mo., 304 pages. Price, 50 cents.

These mirth-provoking and yet pathetic stories, written when Dickens was in the full maturity of his marvelous powers, are now issued in the well-known series of Eclectic School Readings. They are repeated as originally published, except that some of the descriptions have been left out, others abridged, and allusions unfamiliar to American readers have been omitted. All the qualities that have made the name of Dickens a household word remain. It would be well if all school-children could be introduced through this book to the master of English humorists.

Elementary Algebra. By J. H. Tanner, Ph. D., Assistant Professor of Mathematics in Cornell University. Half leather, 8 vo., 374 pages.

Price, \$1.00. The transition from arithmetic to algebra has been made as easy and natural as possible, and the author has aimed to arouse and sustain the student's interest in the work, and to teach him to think clearly and reason correctly. The book is designed to meet the most exacting entrance examination requirements of any college or university in this country, and especially the revised requirements of the College Entrance Board.

Houghton, Mifflin, & Co.

Civil Government in the United States, by John Fiske. The schools will all accord a hearty welcome to this ever popular book. Mr. D. S. Sanford, Principal of the Brookline (Mass.) High School, who has prepared this new edition of a standard work, has been careful not to alter the original scope, plan or spirit. Minor inaccuracies, the result of changed conditions, have been corrected, and some omissions have been made good. The most distinctive addition to the book is a new discussion of American city government, called for by the improvements of recent years in the management of American municipal affairs and by the demand of our people that this subject shall receive increased attention in our schools.

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ROME.

Rome is a city of great contrasts, presenting a strange and interesting combination of the ancient and modern, the false and the true. Here one can view some of the oldest and most colossal ruins of the world and while gazing upon them enjoy the opportunity of being knocked down by an automobile of the very latest pattern. Here history can be verified by "sermons in stones" and here can be heard the recital of many silly superstitions which sadden the heart of any one who has any regard for the truth. Here the student, who is willing to pay the price of patient study and careful research, can find information of the most important and reliable nature, and here can be learned a multitude of "facts which are not true."

The general impression made upon the tourist is that of a city compactly and substantially built. The streets are excellently paved, clean, and well sprinkled by means of portable hose attached at different

points to the water pipes. The contrast, from every point of view, between Rome and Naples is very marked and very greatly in favor of the former, with the one exception that the latter contains a larger number of people—a fact which is admitted with as great reluctance by the citizens of Rome as usually characterizes the citizens of an American city under similar conditions.

Since the MONTHLY does not circulate extensively in Italy, it is safe to state that the citizens of Rome appear to be of a better class than those of Naples. In fact, the farther north we travel, the better is our impression of the character of the people. The beggars are not so numerous, and the persistent invitation "to tip" nearly every one whom the tourist meets are not quite so general and annoying. There is still abundant evidence of perfect willingness to accept any "gratuities" the traveller may bestow, but the attitude of the person receiving

such recognition of services rendered is somewhat akin to that "receptivity" said to be a common characteristic of a citizen of the "Buckeye" State with reference to a public office.

The facilities for getting about an Italian city are good. The tramways (electric cars) are not so large and comfortable as those in the United States, but as a rule the fares are less. The amount paid depends upon the distance travelled, and is usually two or three cents — for a longer route four or, in a few instances, five cents. The omnibuses, which travel the streets where the cars do not run, are quite comfortable and charge from two to three cents for the course. The cabs are good and, compared with prices in American cities, are quite cheap, while the driver seems to have the right of way, with perfect liberty to run at or over any one who appears on the street. Upon being told by an English tourist that any person, who was run over by a cab in the city of Rome, had to pay a fine of \$1.00, I proposed buying an outfit, feeling reasonably sure that a good income, more than enough to pay expenses, could be realized on the investment. Inquiry was also made as to reduced rates in case a party of two or more was run over at the same time and place by one cabman. Investigation proved to be true what we had suspected from the beginning — the aforesaid English tourist had

taken an innocent jest for a serious fact, and one more opportunity of making a fortune had disappeared.

It seems proper in closing the discussion of this topic to remark that the extreme politeness which characterizes the Italian under some circumstances is entirely wanting under other conditions, especially in the electric car or omnibus. Here he will seat himself, frequently occupying twice the amount of space needed for his comfort, and remain almost immovable without any apparent thought or care for the rights of others. His stationary attitude may be due to a feeling that he is "posing" for an artist or serving as a "model" for a sculptor, such feeling being the natural result of both "environment" and "heredity." So far no explanation has been proposed for similar conduct on the part of some Americans at home.

While "Rome was not built in a day," and can not be seen in two weeks, yet it is possible under modern conditions and present advantages to see, — with a fair degree of satisfaction, even in so short a period, many of the most interesting places. As I write there come before my mind in rapid review, many historic scenes. First and most impressive of the ruins of the ancient city is the Colosseum — built more than eighteen centuries ago, 12,000 captive Jews being employed in its construction, capable of seating 87,000 people, and orig-

inally called the Flavian Amphitheater.

This colossal structure, 157 feet high and 1900 feet in circumference, is oval in form, and, when perfect, consisted of four stories, the lowest, 30 feet high, of the Doric order; the second, 38 feet, Ionic; the third, about the same height, and the fourth, 44 feet high, Corinthian. The upper story, originally of wood, was afterward burned down, and then rebuilt with travertine stone like the rest of the edifice, the workmanship of this part being plainly inferior in comparison with that of the three lower stories. All the great arches, called *vomitoria*, because they sent forth the people, are numbered, except four special entries at the long and short axes, reserved for the Emperor, Senators, Knights, etc., with the "standing room" all taken, it is safe to estimate the capacity of this building at 100,000, and so perfect were the arrangements and order that it is stated that it could be emptied of its vast crowd in ten minutes.

And what a crowd both in number and composition it must have been! In the east center was the imperial seat, and on the opposite side, that of the exhibitor or editor, at whose signal the "entertainment" began. On the wall between, the whole answering to the dress circle in a modern theater, were the seats of the empress, vestals, chief priests, senators, and ambassadors. Many of the marble chairs used

here are now the bishops' thrones in the churches of the city. In light openings in the wall were the balconies of the aediles or directors. On the first slope above were the fourteen rows of seats for the knights. Next in order above these were the seats of the patricians. The plebeians occupied the next balcony, and above these was the "gallery of the gods" under a colonnade whose structure must have been most artistic and beautiful, judging from the columns and capitals which now lie scattered about the arcades beneath. With the wall pierced at every convenient point with entrances and niches for statues and the whole structure, exterior and interior, finished in white marble, it will be readily recognized that no imagination can picture or pen describe the grandeur, magnificence, and beauty which the building, itself, must have presented to the eye.

If such an auditorium were in existence to-day for the assemblage of such crowds as desire to attend the meetings of the N. E. A., the C. E., or even the national political conventions, the thought of both the structure and its intended use would be pleasant to contemplate, but when one reads that the Colosseum was specially designed for those gladiatorial and wild beast combats which were the delight of the Roman people, that, when it was inaugurated by Titus, 5,000 wild beasts and many captives were

slain, that within its walls many of the early Christians suffered persecution and death, and that "here sat the conquerors of the world coolly to enjoy the tortures and the death of men who had never offended them," that "two aqueducts were scarcely sufficient to wash off the human blood which a few hours' sport shed in this imperial shambles," the indignation felt toward the awful cruelty of the people of that age completely fills the mind to the exclusion of all appreciation of the beauty of conception and execution of the builders of such a structure. Out of the consideration of it all there comes the one happy thought, the world is better and kinder than it was eighteen centuries ago, and the condition of both the individual and the civilization of the present day is a vast improvement over that which existed in the time of the Cæsars.

"Mutilated fragments still speak of the former grandeur of the spot, dead men of its fame, and living authors of its past and present history" are the eloquent words used by S. Russell Forbes, Ph. D., the noted English scholar and archaeological and historical lecturer on Roman Antiquities, in referring to the Roman Forum. For a third of a century he has studied the history and archaeology of Rome in a most careful and thorough manner, and some of the most important discoveries resulting from the recent excavations are due to his direction

and oversight. As a result of his ability and experience, he is an authority in the subjects he discourses and we deem ourselves peculiarly fortunate in having had the opportunity of accompanying him on two of his "Rambles"—one through the Colosseum and the other amid the Ruins of the Forum. For over two hours each, on two delightful forenoons, he told us of the origin, history, decline, and rediscovery of the most celebrated centers of Roman life in that simple, direct, and charming manner characteristic of the man who knows his subject at first hand.

To tell what we felt as we rambled through the Forum under such favorable conditions is impossible, and to repeat what we heard would require more time and space than is at our command. All that can be done in this article is to describe very briefly and still more imperfectly a few of the most important points.

As will readily be recalled, the word *forum*, in its simple signification, means market-place, and when Rome consisted of only the two hills, Palatine and Capitoline, the Roman Forum was the market-place of the city. Later on it became the center of the religious, civil, and political life of the Romans, and on the pavement we saw positive evidence that even the boys shared in the opportunities that it presented for a meeting place. At different points squares and circles scratched

on the hard stones still plainly show that games of various kinds had been played, and inscriptions which being translated, "Winners rejoice and losers weep," bear silent testimony to the fact that the Roman youth fully appreciated both the happiness of victory and the sorrow of defeat.

From the time of Constantine, the Forum gradually fell into decay and, according to Dr. Forbes, was ruined in 1084 when the city was burned under the direction of Robert Guiscard, the Norman chief. The erection of the Column of Phocas in 608 A. D. (excavated in 1816) shows that the Forum was at that time not encumbered with soil, but the city being deserted for a long period by its emperors, the principal monuments began to decay, and it is sad to relate the Romans, themselves, greatly hastened the work by burning the marble for lime, and by using the iron clamps, with which the huge blocks of stone in the massive structures, such as the Colosseum, were kept from shifting (no mortar was used), and the stones, themselves in erecting palaces and other buildings. These agencies, the hand of time, the luxuriant vegetation, the deposits from the floods of the Tiber, the rubbish of the unswept streets, and the refuse of the building material carried away for the purposes already named, all combined to cover the Forum, and in the year 1650 its burial was so complete that it was

on a level with the modern streets and was known as the "*Campo Vaccino* (the cow-field)." Since 1870 the excavations, which, during the period of the Renaissance, were carried on with but little system and with the primary object of recovering buried statues and treasures, have been prosecuted with considerable energy by the Italian Government and discoveries of great interest and importance are constantly being made..

The forum was not a building as some have supposed, but an open space surrounded by buildings, the whole constituting the Forum and occupying nearly five acres. Here was the Temple of Castor and Pollux, three of whose magnificent columns, facing the east, still stand as representatives of one of the most beautiful structures of ancient Rome. To the west of it stood the Basilica Julia, built, burned, and rebuilt a number of times and named by Julius Cæsar after his daughter Julia, and to the west of that the Temple of Saturn, which contained the public treasury. Near by was The Millarium Aureum (Golden Milestone), whose base still stands, which was set up by Augustus, and on which was recorded the distance of all the principal towns, always measured from the gates of Rome to which city all roads led. The Senate House, the Via Sacra, The Temple of Concord, The Janus, the two sculptured marble screens discovered in 1872, which portray

scenes from the life of Marcus Aurelius and which have been interpreted by Dr. Forbes, all of intense interest to the observer, must be passed over with no attempt at description, while many other objects of almost equal importance must be omitted entirely.

In the opinion of many, including at least two citizens of Ohio, the most interesting spot in the Forum is The Rostra Julia before the Temple of Cæsar. Here Mark Antony made his great speech over Cæsar's dead body in description of which remarkable scene we quote the language of Dr. Forbes:

"When Caesar was killed, it was not in the Capitol, as Shakespeare makes it, nor in the Senate House upon the Forum, but in Pompey's Senate House. From there the body was carried to his house, and on the third day into the Forum, on its way to the Campus Martius, and was placed in front of the Rostra Julia for some friend to make the funeral oration over it. Mark Antony mounted the Rostra, and there made his famous speech, which moved the people to that degree that they immediately burned the body on the spot."

At the eastern exit to the Forum is the following notice in English:

"On going out from this side it is not allowed to come back."

This sentence is quoted for the benefit of the technical grammarian whose heart will certainly be delighted with the opportunities it presents for parsing and diagramming

and for the encouragement of the "spelling reformer" who will note in the spelling of "back" a marked indication of progress.

And what can be said of the churches of Rome whose number is recorded by hundreds and whose domes are seen in every direction? Even to name them all would require many pages and ability to spell possessed by few. First, of course, is St. Peter's, whose immense proportions are so completely related to one another that at first sight it appears smaller than it really is, built on the site of the Circus of Nero where many Christians were martyred, with the Vatican adjoining, filled with its priceless treasures of art and literature. No one can picture with brush, pencil, or "kodak" the grand scene which presents itself to the eye as it looks upon this impressive structure from the front of its superb colonnade forming two semi-circular porticoes, with 284 columns on the entablature of which stand the statues of 192 saints.

Taking precedence over all the churches, however, including St. Peter's, is St. John's, Lateran from which the Pope as Bishop of Rome takes his title, and near which is the Scala Santa, consisting of twenty-eight marble steps, on which it is supposed our Lord came down after His mock coronation in the judgment-hall of Pilate, from whose palace they are said to have been brought. One thousand years'

indulgence is secured by the believing who climb these stairs on their knees, and so great has been the number that it has become necessary to cover the marble with a wooden staircase to prevent its being entirely worn away.

The Church of the Jesuits is one of the finest in Rome. On the piazza where it is located the wind generally blows. Of this fact personal experience can testify. The explanation following is quoted, and the spiritual lesson to be learned left to the determination of the reader :

"One day the wind and the devil were out for a ramble, and, on arriving at the square, the old gentleman asked the wind to stop a moment while he went into the church. The wind is still stopping for the devil, who has not yet come out."

Another of the justly celebrated churches is that of St. Paul outside the walls, originally built in the time of Constantine to commemorate the martyrdom of St. Paul. It was destroyed by fire in 1823, but its restoration was immediately commenced, and it was reopened in 1854. The paintings and statues of the present day which adorn the walls and numerous chapels give a good idea of the actual state of art now existing in Rome.

While this church may not be located on the exact spot where St. Paul was buried after his martyrdom, there can be no doubt of the

fact that in the years 62 to 64 the Great Apostle, whose life and teachings still influence the world in such a marvelous manner, lived and labored in the Eternal City and of the many pleasant memories which remain of the different experiences of our too brief stay, none is more precious than that arising from a drive on the Appian Way which he trod as a prisoner to the city where he was to be tried and to suffer death for the sake of the then new religion which he preached. Reread in the light of this new experience, his Letters written at Rome take on a new meaning and the sermons, which we were permitted to hear on two Sundays, one in the Presbyterian church and the other in the Methodist Episcopal, preached from texts taken from these Letters, were a source of much pleasure and profit.

Mention, even if brief, must be made of the Pantheon, the most perfect of the ancient buildings of Rome, containing the tombs of Raphael and Victor Emmanuel; of the Baths of Caracalla, forming next to the Colosseum the largest mass of ruins in Rome, also of those of Diocletian, the great hall of which was converted into a church by Michael Angelo, and of several others less extensive but of great importance, a visit to all of which leads to the expression of the wish that all might be fully restored and several thousand persons, whom we

have looked upon given the immediate benefit of their use; of the Catacombs in the most interesting of which (St. Calixtus) we spent a merry hour or two, being compelled, fortunately, largely to forget the solemnity of the surroundings in paying attention to the guide, a jolly old monk, whose descriptions were mostly in French, but whose humor and laughter would do honor to an American; and of the historic Hills of the City, especially the Palatine, where we wandered for hours in the midst of reality or in a dream, and the Janiculum on whose center is the truly magnificent Monument to Garibaldi who, mounted on his charger, from this finest of all the surrounding views, faces the city, his "head turned slightly to keep an eye on the Vatican."

On a quiet evening, while the sinking sun was still shining through the cypress trees, we visited the Protestant Cemetery, so beautiful in its surroundings and memories as to lead Shelley, whose tomb it contains, to write: "It makes one in love with death to think that one should be buried in so sweet a place." In the old and, to my mind, the much more beautiful, part of the cemetery, is the tomb of Keats on whose cypress-shaded gravestone is his self-chosen epitaph, "Here lies one whose name was writ in water." Attention is now called to a modern institution of Rome of special

interest to the teacher and of more difficulty to gain entrance to, perhaps because of lack of knowledge of the proper course to pursue, than all the ruins visited, but when once "discovered," proved to be a "find" of real value.

Armed with a most cordial letter of introduction from U. S. Commissioner Harris, I first called upon the American Consul whose Italian secretary kindly furnished another letter to a prominent educational official whose name and title are too long to record. After a most careful and long-continued search, he was finally located, but since neither he nor his caller could speak or understand the language of the other, the "interview" was carried on in the sign language, which, after all is the universal one. As a result of this call, I was the unhappy possessor of another letter to another official, written in a handwriting which would be a certain indication of rare genius in America. Through the aid of different friends who came to the rescue in deciphering its contents and afterward acting as guides, I was finally ushered into an office on the Capitoline where sat three Italian worthies whose imposing appearance at once suggested the mental picture, long since framed in my imagination, of the celebrated triumvirate Cæsar, Pompey, and Crassus.

The letter from the first official was presented and finally read. Then followed a ringing of elec-

tric bells and a running to and fro of uniformed messengers in the midst of which I sat, the enforced silence appearing anything but golden. But as the commencement orator would say, "the darkest hour precedes the dawn," and I was soon at ease in the presence of Signore Settimo Bocconi, who had been brought in by special messenger to relieve the "strained situation," and who, thanks to the opportunity furnished in the high school for study and to a good American wife who gives him daily practice, can speak English quite well. To this charming young artist, who arranged for the visit to the schools and who accompanied us as interpreter, and to Professor Federico Di Donato, one of the city inspectors of schools, whose kindness and courtesy were unbounded, grateful acknowledgment is made.

The school buildings visited, costing from \$100,000 to \$200,000 each, are modern in their arrangement but are not equal in their equipment of desks, blackboards, etc., to those at home. The children enter the kindergarten at three years of age and, after three years, the elementary school, whose course covers about six more years. The elementary school is followed by the high school, which I did not have the pleasure of visiting, in which some English is taught. Then come the University and Professional Schools, the whole series

making up a very complete system of education.

In the hurried visits made it was impossible to judge, with any degree of definiteness, the character of the work done, especially as there was a constant attempt on the part of the teacher and the director (principal) of the building to *entertain* their visitors after the too common fashion in America to which more extended reference has been made in a previous letter. The following incident, which impressed the writer and which may not be without interest to the reader, seems worthy of record.

Standing upon the platform in the front of a room occupied by the pupils of the first class of the elementary school, was a little six year old girl whose countenance indicated that her heart was not filled with that supreme happiness which it is presumed characterizes all who attend a primary school. Inquiring as to the source of her grief led to the discovery that she had been called to the front to write upon the blackboard one of the Italian words, whose spelling is considered difficult, and as she slowly executed her task, "Abbindolare," gradually appeared in well formed letters before us. In answer to the question why one so small should be asked to wrestle with a word so large, there was, in substance the answer that all the words, difficult as well as easy,

were taught at as early an age as possible. The psychology and pedagogy upon which such a theory is founded are left open for discussion by those who read.

It must not be presumed, however, that the exercise outlined in the preceding paragraph was in any sense designed as a punishment of that type to which American children were at one time — a pity that it is difficult to determine with absolute certainty that the *past tense* covers all the crime—subjected, of being compelled to write one word a hundred times, etc. Children are really not punished at all in the Italian schools, and the effects of the extreme to which mistaken kindness has gone in this particular may well serve as a lesson to a few Americans who forget that the millenium is still several decades in the future, and that occasionally something more than a sweet smile or a gentle word is required to check the wrong tendencies which still exist in the hearts of Young America, some of whom are not yet ready for the kingdom of heaven. The statement of Dr. Forbes, whose sympathy with the public schools is shown by his having sent his three boys through the elementary schools of Rome, to the effect that the one marked weakness of the Italian schools is their lack of discipline is borne out by the limited observations made, especially in the schools for boys whose very knowledge of the prohibition of punishment

serves as an incentive to perform acts deserving of the correction which unfortunately can not be given.

The result of this lack of discipline in the elementary schools is becoming more and more marked in the institutions of higher education. Quite recently the students in the University at Rome "went out on a strike" because their superior wisdom did not endorse some of the regulations made by those who were supposed to be in authority. To make their action more effective telegrams were sent to the universities in all the leading cities of Italy and in a short time the strike reached such proportions that the troops had to be called out, only to find that even the military authority was the object of the sneers and jeers of a lot of boys whose original intentions were probably not bad, but whose judgment had never been trained by object lessons in the exercise of wholesome authority.

The substitute for punishment in the schools is suspension, which many a boy enjoys when the weather is good and he is accompanied by others similarly honored, or expulsion which is frequently but the beginning of a downward career from which some attempt should be made to save boys even if some severity must be exercised in so doing.

From the information hastily gathered and no doubt inaccurate in some particulars, I learned

that the corps of teachers in Rome, engaged in the kindergarten and elementary schools, numbered over 1,000, with some 35,000 children under their tuition, and that the salaries, beginning at \$160 a year, gradually increased by a regular scale until they reached \$600, with a pension, after a certain period of service, whose exact length I was unable to find out, equal to the salary received at the date of retirement.

Through the courtesy of the two friends previously mentioned I was fortunate in securing tickets of admission to the sessions of the Italian Parliament, composed of a Senate, consisting of several hundred persons nominated for life by the King, and the Chamber of Deputies, also a large body consisting of one member for every fifty thousand inhabitants, and elected for five years by the people.

The halls in which they meet are at least half a mile apart, and the sessions which I looked down upon were marked by many vacant seats—a condition which sometimes exists in the General Assembly of Ohio, when temperance and other reform measures are up for consideration. The speeches were enthusiastic in gesture and emphasis and, judging from the frequent manifestations of approval and the occasional laughter, they contained both convincing argument and stirring humor. To the lone American spectator, being delivered in Italian,

they did not convey much information but the same experience has come to him in listening to some speeches delivered in English in the Congress of the United States.

I learned, however, from a most reliable source that one of the grave questions pressing for solution and requiring the exercise of great wisdom on the part of the Italian Solons was the regulation of the automobile, and that a commission had been appointed to investigate and report. Thus it is made plain how great questions of state constantly arise in all parts of the world under all forms of government! No doubt the Italian legislators "have troubles of their own," but how thankful they should be that no supreme court has declared unconstitutional their school laws and thus necessitated the enactment of a new "School Code."

This letter, whose length perhaps needs an apology, is written at Bagni Di Montecatini, the noted summer and health resort of the Italians, located about midway between Pisa, which was visited en route, and Florence, which we hope to see in a short time. The week's rest and the health-restoring properties of the far-famed mineral waters found here are both very acceptable and will we trust still further aid in the restoration to health. It is a great pleasure "to report progress" since the last letter was written, the only hindrance being the usual May attack of "rose

fever" which always serves as a sort of "herald" of king "Hay Fever" the following August. If the preceding figure of speech does not fully conform to the rules of rhetoric, forgiveness is sought on the ground that Royalty has left an

impression on the brain centers which must find *expression* in some manner.

O. T. CORSON.

Bagni Di Montecatini, May 24,
1904.

ENGLISH IN THE HIGH SCHOOL.

BY HELEN O. LEMERT.

[Paper read before the Northwestern Ohio Teachers' Association.]

Ladies and Gentlemen: Shortly after I had agreed to come here to-day, and while I was still wondering what I could say to you on the broad subject, "English in the High School," which would be worth your while to listen to, there came the request: "Tell us just what you do in your classes; we want experience as well as theory." That gave direction to my thoughts at once. But when I looked back over our English work of the last few years, its annals seemed very commonplace; and although I gladly comply with the request, I warn you in advance that I have nothing phenomenal to relate, and that for whatever amount of valuable suggestion you may get from what I have to say, I expect a return with interest from the discussion which is to follow.

Our experience in teaching English has been probably just about what yours has been. We began

to realize a few years ago that our course, which consisted of some such text-book as Shaw's History of English Literature, and a treatise on formal rhetoric, with little or no work in composition, was barren of results. It did not cultivate in our pupils a taste for reading nor an appreciation of good literature; nor did it enable them to understand the expressed thoughts of others or to give expression to their own thoughts. Our awakening consciousness of this deplorable state of affairs was fully aroused by the Report of the Committee of Ten. We realized that it was necessary to improve—and that very materially—the character of our work.

In our attempts to remedy matters we made mistakes, many of them, and we lost a good deal of time in experimenting. New features were, from time to time, introduced into the course, some of

which, after being tried for a while, were found to be unprofitable and dropped. Classics were shifted, until the place was found where, it seemed to us, they could be read to the best advantage.

One of our mistakes was the attempt to teach formal etymology in the first half of the second year. At least half of the class knew nothing about Latin, and not one of them knew anything about Greek or Anglo-Saxon. A short experience convinced us that the expenditure of time and effort on the study of dry roots and affixes was out of all proportion to the profit gained thereby. We teach etymology now, but we do it incidentally. To illustrate, in the first three paragraphs of Irving's "Westminster Abbey," we find four words with the suffix "al," namely, *mural*, *funeral*, *gradual*, and *autumnal*. It does not take a class long to see that the force of the suffix is the same in all. As soon as that is understood, it is an easy matter to get them to suggest other words with the same ending. A few minutes spent in analyzing the list will fix the force of that particular suffix indelibly upon their memories. An occasional exercise of this kind is a pleasant change from the regular routine, and in time will awaken even in the most indifferent pupils an interest in the formation and history of words.

Another mistake we made was

in trying to teach Burke's "Speech on Conciliation with America" in the junior year. It was uphill work, wherein, again, the profit was not commensurable with the outlay. Our junior pupils had only the most general knowledge of the Revolutionary War and the conditions prevailing in England and America at that time. They knew little or nothing about the form of the English government. All these things had to be taught them before we could begin the speech proper. But our difficulties did not end there. All our efforts to arouse anything like a hearty interest in Burke's eloquence and logic were unavailing. The class was irresponsible and indifferent. These same pupils had just finished "The Merchant of Venice," and had been delighted with it. They had thoroughly enjoyed the "De Coverly Papers;" Addison's humor was not too subtle for them to appreciate; but they refused to see anything attractive in the Speech on Conciliation. We were not willing to admit that we did not know how to teach the subject; we knew the fault was not in Burke; the only other way to explain the failure was on the ground that the class had not yet acquired intellectual strength enough to cope with anything so virile. We teach it to seniors now in the latter half of the year, just after they have finished the Revolutionary period in their

United States history, and they find it as profitable and delightful as it ought to be.

I shall not read you any more of our chapter of mistakes. Suffice it to say, that from them all we have gained, or think we have gained, wisdom, and have formed a course of study which we think is compassing the aim of English in the High School. It is as follows:

First year:—Part I of Gardiner Kittredge, and Arnold's Elements of English Composition four times a week for the first six months, to be followed by the reading in class of Butcher and Lang's translation of Homer's "Odyssey." "Ivanhoe" and "The Last of the Mohicans" to be read outside of class, with weekly discussions in class of plot, setting, character, etc.

Second year:—Part II of the text-book used in the first year four times a week for the first half year, to be followed by the reading in class of "The Lady of the Lake," "The Rime of the Ancient Mariner," "The Vision of Sir Launfal," "The Idylls of the King," and "Julius Cæsar." Macaulay's "Life of Johnson" to be read outside of class, with weekly reports in class.

Third year:—Scott and Denney's Composition-Rhetoric four times a week for the first four months, to be followed by the reading in class of "The Merchant of Venice," "Selections from Burns," Carlyle's "Essay on Burns," "The Sir Roger de Coverly Papers," and

Macaulay's "Essay on Addison." "Silas Marner" to be read outside of class, with weekly discussions in class of plot, setting, character, etc.

Fourth year:—Halleck's Outlines of English Literature, Chaucer's "Prologue," Milton's "Lyrics," Macaulay's "Essay on Milton," "The Princess," Burke's "Speech on Conciliation with America," and "Macbeth." "The Vicar of Wakefield" and Irving's Life of Goldsmith to be read outside of class, with weekly discussions in class.

This program provides for the changes recently made in the list of college requirements, and looks fuller than it will prove in practice; for we are dropping the old as we take up the new. But even so, it looks pretty full, I admit. And it is true that we have not yet tested it fully; but we feel sure it can be carried out, and that profitably, if we wisely apportion our time, and remember that only *some* books are to be chewed and digested. We make a big difference between the time spent on "The Lady of the Lake," for instance, and that spent on Burke's Speech. Three weeks at most is time enough for the former; while eight weeks of the hardest work of which seniors are capable is needed for the latter.

We have only the one course, which provides, as you will note, for all of the college requirements. This is not because our sole object in life is to prepare our pupils for

college entrance examinations; nor do we lose sight of the fact that for the majority of our graduates there is no college or technical school in store; but we think the classics required for college entrance are wisely chosen, and that those who are not going to college will get as much culture from reading them as from the same amount of other reading that we might select for them.

There are some teachers who are disposed to rebel against the tyranny, as they call it, of the college entrance requirements. They would make an exhaustive study of some one author—Chaucer, say, or Milton—to the exclusion of several others. I knew one teacher who spent a whole year on Burke's Speech. He pursued the subject in all of its ramifications. I confess that I have never been able to argue myself into much of an opinion of this method of work with High School pupils. In the first place, they are scarcely equal to the sustained interest that such an exhaustive study requires. Secondly, the adolescent mind, with its budding knowledge of the fullness of life, and its varying moods and tastes, needs variety. Thirdly, pupils who are not going to college should be given as broad an outlook as possible on the field of literature, and those who are going should be given the same broad outlook as a means of helping them to discriminate more wisely when it comes to

specializing in their college English. It seems to me this claim for variety in High School English is justifiable on the same ground that we advocate a general college course preparatory to a professional course, or that our first, or only, visit to Europe should include many places.

In regard to our method of teaching literature it is impossible in the space of this paper to speak even briefly. I can only say in passing that we aim to make our pupils understand and enjoy it—understand being used in its broadest sense. We believe that we have failed in teaching a classic, if we have failed to inspire a love for it. Our constant aim is to invest the English class-room with such an atmosphere that pupils will feel on coming there that they are coming for recreation. Not long ago I heard a first year girl say: "When I go into Miss A's room for English, I do not feel as if I were going for a recitation; I feel as if I were going for a good time." And she was a girl whose understanding of what she was doing kept pace with her enjoyment of it. If she can be instructed throughout her High School course in such a way that her present attitude toward English will continue, she will be a product to be proud of.

In order that High School pupils may develop this love for English it is necessary to make it attractive at the very outset. For this reason

the very best English teachers in the school should be put in charge of first year classes,—teachers of the broadest culture, and, withal, teachers of infinite tact, boundless enthusiasm, and ready sympathy.

The first year pupils come to us so fresh, so docile, so eager and expectant, so full of confidence in us, so ready to take any bent that we see fit to give them, so sure that we are going to open up to them strange new, attractive, wonderful things. They have thought by day and dreamed by night of that wonderful place, the High School. I know all this, for every year I have my first year classes tell me in writing, at the very beginning what their notion of the High School was, and how they felt about coming to it. Now, it is because we know they are looking forward to something different in this new world from anything they have had before, that we do not give them a review of grammar to start with. They may need it. Experience has shown that some of them do, but they have been having grammar for two years, at least, and are tired of it, and we are sure that a great deal more would be lost than gained by taking it up at first. We have found that a review of certain parts of grammar in connection with the study of sentences later in the year is all that is necessary.

I have told you that we use Gardner, Kittredge, and Arnold's Elements of English Composition

with our first and second year classes, and it is of composition that I wish now to speak. There is in this text book a very simple and attractive introduction. Perhaps some of you are familiar with it. We always read this with our classes, talk it over together, and reinforce it by reading what some other authors say in their introductions. The real meaning of the word *composition*, the statement that ever since they were able to put words together, they have been composing, and that every sentence they utter is a little composition, are new thoughts even to a good many first year children in the High School. It is interesting to watch them as this new notion takes possession of their minds. They have never thought about composition in that light before. It can't then be the formidable thing they had always supposed it to be! They have actually been composing ever since they learned to talk! When that idea really gets into their heads, there is little difficulty in getting them to write.

We early take opportunity to read to our first year classes extracts from Professor Palmer's delightful little essay, "Self Cultivation in English," and then pass several copies around the class, requiring each one, after having read it, to tell the class some one thing that Professor Palmer says. I have found this to be a great awakener of enthusiasm. Not long ago I

was gratified by receiving a note from the mother of one of my pupils, thanking me for giving the book to her daughter to read.

Pupils started in English in this way will develop pride in the use of their mother tongue and will soon begin to feel that correct speech is a point of good manners and that illiteracy is a disgrace.

Our composition work is not by any means all written. We believe with Professor Palmer that the quality of our written speech will not be any better than that of our oral speech, and, as we talk a hundred times where we write once, it behooves us to learn to talk in a clear, correct, straightforward manner. This exercise in oral composition can be got in various ways,—by topical recitation, by such work as I have just indicated with Professor Palmer's essay, by assigning topics from, say, *Ivanhoe*, as, for instance, the scene in Cedric's hall on the evening the story opens, or the tournament at Ashby. A few days ago one of my first year boys talked for ten minutes on the latter topic, having previously drawn a plan of the lists on the board. But there are scores of opportunities to cultivate good oral speech.

The chief ends aimed at in our first year work are good sentence structure, clearness, correct punctuation, naturalness, and spontaneity. These last two qualities we have found can be best cultivated

by writing in class either on some topic assigned for special preparation, or by giving out a subject off-hand. This is a kind of exercise, however, that we give more or less to all of our classes. Not long ago I required my juniors to write hard for ten minutes about the friend they liked best or the person who influenced them most. One boy wrote of a person who, he said, lived in the same house with him — a brother, I suppose, or a cousin — and who helped him to make life miserable for his father and mother and the housekeeper. He told how they had hunted, and fished, and gone swimming together; how they had stolen melons and robbed cider barrels; and how, fired by tales of adventure, they had run away together one fine morning, only to steal sheepishly back at night and take as stoically as they could the whipping that awaited them both. He declared there was nothing he would not do for that boy, and he knew the boy would do anything for him, and closed by saying naively that he supposed it was association in all these things that had made them such fast friends.

It was all told in the most simple, natural, boyish way imaginable; it was a boy's thoughts and feelings expressed in a boy's way. Now, that is exactly what we want. There are those, you know, who say that High School boys can't write compositions; that they are just at an age, when their powers

of expression are arrested, or undeveloped, or paralyzed, — I have forgotten which — and that it is a waste of time to try to get them to write. It is true that the ordinary youth is not able to write an elaborate treatise on "Original Sin," say; we do not expect from him the thoughts of a mature man, nor the style of a Macaulay, but he can write compositions that are interesting to read when he has a subject that is interesting to him.

We think there is a tendency sometimes to base too much of the composition work on the classics that are being read. A certain amount of that is valuable, of course; but it is of the utmost importance to get young people to realize as early as possible that all around them, all the time things are happening that are of the most intense interest, if only they have the power to see and understand their significance.

In order to cultivate this habit of observation I require my first year classes — and other classes, too, if they need it — for weeks at a time to write in their note books every day anywhere from half a dozen lines to a page about something that has come under their observation that day. When I first announce this requirement there is always some one to exclaim, "But what shall we write about!" The suggestion of a few such subjects as "My dog's latest trick," "Our next door neighbor," "What the baby

did last night," "Why I failed in Latin," etc., gives them the necessary start, and good results always follow.

For formal compositions written outside of class we require all pupils to use the same kind of paper and to follow a certain prescribed form, that given in Scott and Denney's *Composition — Rhetoric* — the same practically that you will find in any good book on English Composition. We regard the careful reading and correcting of these compositions as by no means the least important part of our professional duty. When possible we have conferences with our pupils about their work. Oftentimes manuscripts are handed back to be rewritten according to suggestions made by the teacher, and this rewriting is frequently the most valuable part of the exercise.

We hope the time is coming when the importance of this work of correcting, and conferring with pupils about their composition work will be generally recognized, and English teachers will be allowed special time for it. As things are now in a good many schools the conscientious English teacher is overworked, and yet with all her effort she finds herself falling far short of what she ought to do and would like to do, if only she had time in which to do it.

I said a while ago that the best English teachers should be put in charge of first year classes; but

those in charge of other classes should be no less efficient. There has been a tendency, as you know — a tendency which has not entirely disappeared — to put just anybody to teaching English. When

that unfortunate condition of things entirely passes away, and when English teachers are given only a reasonable amount of work to do, the question, How to teach English, will be settled.

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY- SECOND YEAR—1904-1905.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's Mental Growth and Control or Sabin's Common Sense Didactics.

II. *English*: Higginson and Boynton's A Reader's History of American Literature and Shakespeare's Julius Caesar, or Higginson and Boynton's A Reader's History of American Literature and Ella May Corson's Glimpses of Longfellow.

III. *History*: (a) Moran's Theory and Practice of the English Government or Pearson and Harlor's Ohio History Sketches. (b) The Week's Current, The Pathfinder; Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. *Nature Study*: Brigham's Geographic Influences in American History or Scott's The Story of a Bird Lover.

A choice is allowed between history and Nature Study.

A USABLE SCHEDULE FOR THE WORK OF THE YEAR.

September, 1904.

(1) Mental Growth and Control, Chapter I to V; or (2) Common Sense Didactics, Chapters I to V. (3) History of American Literature, Chapters I to IV.

October, 1904.

(1) Chapters V. to VIII, or (2) Chapters V to IX. (3) Chapters IV to VII. (4) Ohio History Sketches, to page 103, or (5) The English Government, to Chapter V. (6) Geographic Influences in American History, to Chapter III, or (7) The Story of a Bird Lover, to Chapter IV.

November, 1904.

(1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

(1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

(5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) Glimpses of Longfellow to Chapter VII, or (9) Julius Caesar, two acts.

February, 1905.

(5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9), three Acts.

March, 1905.

(5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) The entire Play. (1) or (2) Review first half.

April, 1905.

(1) or (2) Review Second half. (3) Review (9) the entire play.

HELPS, HINTS, AND SUGGESTIONS.

STUDY OF LITERATURE IN THE HIGH SCHOOL.

By Una Venable.

The High School is to the child a new world in which he encounters strange teachers, strange faces, strange methods, and strange studies. The first year is a continued struggle to meet changed conditions, and to achieve independence in study. These difficulties are experienced to the highest degree in the study of Literature. There is a fundamental difference between the study of Literature and that of Latin, Algebra, or Physiology. In the latter branches there is a definite lesson to be memorized or thought out, and the answer can be wrested from the text. In these

the child more easily comprehends what is expected of him and is able to meet the requirements of the teacher; but in the study of Literature the questions run the gamut of history, poetry, art, and science, and the answers can not be obtained from the text-book alone. Literature embraces the world and how are we to teach the child to master it? He soon learns that the more formal studies are to be overcome only by patience and industry, whereas he looks upon literature as an unnecessary and easy adjunct to High School work. He has spoken English all his life; studied it in the eight lower grades; there is nothing new to learn. The know-it-all attitude is fatal to develop-

ment; and the first step of the teacher is to convince the pupil that literature is not play; but that it demands and is worthy of the best effort of the mind. Convince him of this, and preparation of the work becomes a delight. Of course, the development of literary appreciation is a process, not of months, but of years. If by the end of four years the pupil's attitude has changed from indifference to enthusiasm, the teacher should feel fully repaid. There is nothing more satisfactory than to hear a pupil exchange the words, "I don't see any use in literature," for, "I like literature best."

The D grade is a preparation. Here much of the time is devoted to the more formal side of English; the definition of words, the figures of speech, and also to mythology.

No lesson is well prepared in which the pupil cannot give the correct meaning of the word in its connection. Gradually, as he becomes familiar with the Latin, he should be trained to study root forms until the English and the Latin become associated in his mind as mutually explanatory. With some classes there is no difficulty in persuading to the use of a dictionary, but the average class must be urged to it continually. It is even necessary, at times, to have written tests in definitions, requiring the meaning of the new words in the advance lesson to be memorized. This makes them realize that

definite preparation of English is obligatory, but it is not without its drawbacks. First, definitions may be learned which, though correct in themselves, are senseless in the context; for example, if, in the sentence, "He enjoys great consequence and consideration," the definition of consequence should be, "The relation of cause and effect," the meaning would be entirely lost. Even this drawback is in a sense an advantage. The pupil's mistake becomes the teacher's opportunity. Second, in learning definitions, the more important part of preparation may be neglected, which in turn tends to make a dry-as-dust recitation. With one class, which was unusually poor, the memoritor method was successful, for this class in the advanced grades now prepares definitions through habit.

We teachers sometimes forget how confusing technicalities are to the mind of a child. The sentence, "The boy is as sly as a fox," is readily understood by the pupil; but when he is taught that this comparison is called a simile, his effort to remember the strange new word deprives him of the power to relate it to the familiar spoken and written language. While we were studying Irving, I asked a girl what was the figure in the sentence, "Poetry, however, clings with cherishing fondness about the rural game and holiday revel, from which it has derived so many of its themes, — as the ivy winds its rich

foliage about the Gothic architecture and moldering tower, gratefully repaying their support by clasping together their tottering remains, and, as it were, embalming them in verdure." She was bewildered and could not tell. When the answer was correctly given she exclaimed, "Why, is that a simile? I thought that was poetry." This and other experiences of a like nature go to show that the study of figures from a formal text-book is apt to defeat its essential purpose. The study of figures of speech as exemplified by phrases or sentences wholly detached from the original context of which they form a vital part, is almost sure to result in a total misconception of the nature and importance of these rhetorical forms. The child is led to think of them as an end instead of a means, and he fixes his attention upon the mere figure as an object rather than as a natural and fitting mode of expression. The pupil in the instance just quoted, unconsciously responding to the author's poetic suggestion, could not be made to associate her pleasurable experience with the previous conception of metaphorical language. The teacher of language should show that figurative speech is not an artificial adornment, but a necessary and inevitable mode of expression. A portion of the first year is usually devoted to the study of metrical forms. As these are purely mechanical they may be learned with a moderate amount of

practice, and this training is useful in stimulating the interest of those unfortunate pupils who cannot grasp the subtler points of style. The metrical study of *Evangeline* is helpful later in the scansion of Virgil's *Aeneid*; and in teaching Dactylic Hexameter, I keep before my mind the preparation for Latin. But with their attention directed toward scansion the pupils are likely to lose sight of beauties of harmony and thought; and it is a question whether it is profitable to give much time to this formal side of English.

In the first year considerable attention is also given to mythology. Here again there is a mental attitude which must be changed. The pupils have the unfortunate and narrowing conviction that nothing is worth learning but a fact. Did this thing happen? Is that statement true? Were there such beings as nymphs and satyrs? How could Apollo drive a chariot through the sky? A pupil once said to me, "What is the use of studying myths? They're not true. Daphne didn't really turn into a laurel tree." "Ah, but the myth is true," I explained. "Every Greek myth and fable illustrates some great fact of nature. Many learned scholars have explained the original idea of these pictorial stories. Fleet-footed Daphne, for example, represents the morning dew, evaporating, that is flying, at the approach of the sun-god, the glorious Apollo. It is a

poetic explanation of a physical fact. The value of mythology, like that of all figurative language, lies in its suggestiveness. The classic myth is true in the same sense in which the Bible parable is true." If by the end of four years the pupil has found an answer to such questions, satisfactory at once to intellect and taste, his period of pupilage has not been wasted; he has learned the difference between the word and the spirit. Now English Literature, particularly that of the seventeenth century, is so saturated with the old learning that it is impossible to appreciate or understand many of the writers of this period without a knowledge of the spirit of Greek Literature. The opening lines of L'Allegro,

Hence, loathed Melancholy,
Of Cerberus and blackest Midnight
born,
In Stygian cave forlorn
illustrates this point.

(To be continued.)

ARITHMETIC.

By Prof. Edson M. Mills, Department of
Mathematics, Ohio State Normal
School, Ohio University.

1. A can do a piece of work in 10 hours, B in 5 hours, and C in 4 hours. A works all the time, but B lost $1\frac{1}{2}$ hours and C lost $1\frac{1}{4}$ hours. In what time was the work done?

SOLUTION.

Suppose B and C to have been idle $1\frac{1}{2}$ and $1\frac{1}{4}$ hours respectively

at the beginning of the work. Then in the first $1\frac{1}{2}$ hours, A worked all the time, B did not work at all, and C worked $\frac{1}{4}$ of an hour.

$\frac{1}{10}$ = part A can do in 1 hour,

$\frac{1}{5}$ = part B can do in 1 hour, and

$\frac{1}{4}$ = part C can do in 1 hour.

$\therefore \frac{1\frac{1}{2}}{10}$ or $\frac{3}{20}$ = part A does in the first $1\frac{1}{2}$ hours, and

$\frac{1}{4}$ of $\frac{1}{4}$ = $\frac{1}{16}$, part C does in the first $1\frac{1}{2}$ hours of the time.

$\frac{3}{20} + \frac{1}{16} = \frac{17}{80}$, part done during the first $1\frac{1}{2}$ hours.

$\frac{80}{80} - \frac{17}{80} = \frac{63}{80}$, part to be done by all three working together, *after* the first $1\frac{1}{2}$ hours has expired.

$\frac{1}{10} + \frac{1}{5} + \frac{1}{4} = \frac{17}{20}$, part all can do in 1 hour.

$\therefore \frac{63}{80} \div \frac{17}{20} = 1\frac{11}{17}$ hours, additional time required to complete the work.

$\therefore 1\frac{1}{2}$ hours + $1\frac{11}{17}$ hours = $2\frac{11}{17}$ hours, the time as required.

2. A owes \$900 due December 10th, but he makes two equitable payments, one September 8th, and the other January 10th. Find each payment.

SOLUTION.

From September 8th to December 10th is 93 days, and from December 10th to January 10th is 31 days.

\therefore The *first* payment was made 93 days *before* the debt was due, and the second payment was made 31 days *after* the debt was due.

Since \$1 will earn as much interest in 93 days as \$3 will earn in 31 days, it follows that, to balance

gains and losses of interest, there must be \$1 in the first payment for every \$3 in the second.

∴ The first payment is to the second as 1 : 3.

∴ $\frac{1}{4}$ of \$900 = \$225, first payment, and

$\frac{3}{4}$ of \$900 = \$675, second payment.

3. There have been three equal annual payments on a 10% note for \$1500 given three years ago this day. The balance due on note is \$1169. What was each payment?

SOLUTION.

For every \$1 applied to the discharge of the principal at the time of the first payment, there was \$1 less drawing interest for the second period, and consequently, there was 10c. less of interest to pay at that time. Therefore, for every \$1 applied to the discharge of the principal at the time of the first payment there was \$1.10 thus applied when the second payment was made. In like manner, for every \$1.10 applied to the discharge of the principal at the time of the second payment, there would be \$1.10 less drawing interest during the third period, and in consequence, there would be 10% of \$1.10 or 11c. less of interest to pay at that time. Hence, for every \$1.10 applied to the principal at the time of the second payment, there was exactly \$1.21 thus applied at the time of the third payment.

∴ $\$1 + \$1.10 + \$1.21$ or \$3.31 was applied to the discharge of the principal in the THREE payments as often as one dollar was applied in first. But $\$1500 - \$1169 = \$331$, total amount applied to the discharge of the principal in the three payments.

∴ $\$331 \div \$3.31 = \$100$; ∴ \$100 = amount applied on the principal at the time of the first payment. But 10% of \$1500 = \$150, interest due at time of first payment. ∴ $\$150 + \$100 = \$250$, one of the equal payments.

4. A, B and C bought a horse for \$150 and sold him for \$210, by which A gained \$30, and B gained \$18. How much had each paid for the horse?

SOLUTION.

$\$210 - \$150 = \$60$, total gain.

$\$60 - (\$30 + \$18) = \12 , C's gain.

Since each man's gain is such a part of the whole gain as each man's cost is part of the whole cost, it follows that,

$\frac{3}{8}$ or $\frac{1}{2}$ of \$150 = \$75 = A's part of the cost,

$\frac{1}{8}$ or $\frac{1}{10}$ of \$150 = \$45 = B's part of the cost, and

$\frac{1}{8}$ or $\frac{1}{4}$ of \$150 = \$30 = C's part of the cost.

5. A man sold a horse and buggy for \$144, gaining 20% on the cost of the horse, and losing 20% on the cost of the buggy.

Find the cost of each, if the horse cost only 2-3 as much as the buggy.

SOLUTION.

Let 30% = cost of buggy, and

20% = cost of horse.

20% = rate of loss on buggy,
and

20% = rate of gain on horse.

Then 20% or 1-5 of 30% = 6%,
amount of loss on the buggy, and

20% or 1-5 of 20% = 4%,
amount of gain on the horse.

Then, 30% - 6% = 24%, selling
price of buggy, and

20% + 4% = 24%, selling price
of horse.

∴ 24% + 24% = 48%, total
selling price.

Hence, 48% = \$144,

1% = \$3,

30% = \$90, cost of the
buggy, and

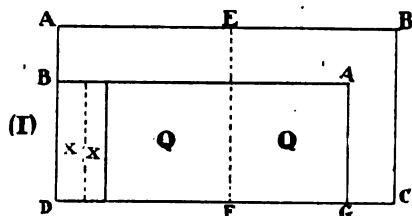
20% = \$60, cost of the
horse.

6. The length and breadth of a
floor are to each other as 2 to 1.
If each dimension were 5 feet
shorter, the area would be exactly
75 square feet. Find the dimen-
sions of the floor.

SOLUTION.

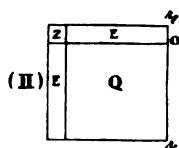
Let the rectangle ABCD repre-
sent the floor in question. AB =
length, and BC = breadth. Take
E the middle of AB, and draw EF
parallel to BC. Then will EBCF
and A E F D be two equal squares.
The dimensions of the floor may be
made respectively 5 feet shorter by

taking off a strip 5 feet in width
along side and end as shown in dia-
gram (I), leaving the two equal
squares marked Q, and the shaded



strip 5 feet wide and as long as the
side of square Q. This shaded strip
may be divided into two strips each
 $2\frac{1}{2}$ feet wide, and marked X in the
diagram. The combined area of
these two squares Q, and the two
strips marked X = 75 square feet.
Then $\frac{1}{2}$ of 75 = $37\frac{1}{2}$ square feet,
area of one square Q and one strip
X. Let the strip X be divided into
strips each $1\frac{1}{4}$ feet wide, and be
placed upon adjacent sides of
square Q as shown in diagram
(II), and complete this square by
adding the small corner square Z
whose area = $(1\frac{1}{4})^2 = \frac{9}{16}$ square
feet.

Now the area of this completed
square is equal to $37\frac{1}{2} + \frac{9}{16}$ or $\frac{625}{16}$
square feet.



∴ $MN = \sqrt{\frac{625}{16}} = 2\frac{5}{4}$ feet. But MO
= $1\frac{1}{4}$ or $\frac{5}{4}$ feet. ∴ $ON = 2\frac{5}{4} - \frac{5}{4}$
= $\frac{20}{4}$ or 5 feet.

Hence, AC of Fig. I = 5 feet,
and

$BC = 5 + 5 = 10$ feet.

Then since AB of Fig. I is to BC as $2:1$, it follows that $AB = 20$ feet.

$\therefore \begin{cases} 20 \text{ feet} = \text{length of floor,} \\ \text{and} \\ 10 \text{ feet} = \text{breadth.} \end{cases}$

WIN CERTIFICATES FROM THE STATE.

The State Board of Teachers' Examiners granted certificates to the following:

Those receiving high school life certificates: Hugo J. Anthony, St. Henry; W. L. Atwell, Johnstown; J. Reuben Beachler, Arcanum; H. A. Cassidy, Lancaster; F. H. Doyle, Winchester; Elmer A. Hotchkiss, Mechanicsburg; C. M. Lehr, Ada; A. A. Maysilles, Brookville; Albert A. McEndree, Morristown; William Frank Miller, Dayton; C. E. Oliver, East Palestine; Jas. Howard Patterson, Glenroy; F. M. Rannels, Harveysburg; Henry M. Shutt, Canfield; Roland W. Solomon, West Mansfield; John S. Weaver, Springfield; Thos. Howard Winters, Ironton; P. C. Zeamer, Salina; R. J. Graham, Chillicothe; Dr. Guy Potter Benton, Oxford.

Common school life — H. S.

Armstrong, Holgate; Walter W. Borden, Brinkhaven; H. W. Bowersmith, Ada; L. C. Brown, Jersey; Forest B. Bryant, Richwood; Arthur G. Deaver, Glenford; Shelby Lloyd Caylor, Dayton; Albert F. Darby, Cuba; John M. Funk, Vaughnsville.

Francis D. Green, Freeport; Orlando F. Hart, Republic; Frank P. Householder, Utica; Frederick W. Huston, Riley; Darrell Joyce, Hamilton; Charles W. Johnson, Highland; Charles R. Kimberley, Circleville; Samuel J. Lafferty, Shauk; R. D. Leffingwell, Hartford; William H. Rice, London; Edwin L. Rickert, Lowellville; Frank M. Schottsman, Salineville; C. H. Teach, New Carlisle; John C. Unzicker, Hamilton; Charles M. Weir, Mt. Carmel; Catherine Demise, Dayton; Letetia Dillencourt, Xenia; Laura May Fortney, Wyoming; Sarah R. Gill, Oak Harbor; Elma F. Jennings, Eaton; Verna Virginia Kennon, Barnesville; Rea McCain, Lebanon; Elizabeth N. Scott, Dennison; Grace M. Spacht, Williamstown; Mary E. Thomas, Lilly Chapel; Catherine O. Weber, London.

Special in music — Martha Ann Dollison, Logan.

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American School Board Journal.....Milwaukee, Wis.
Canadian Teacher.....	Toronto, Can.
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Florida School Exponent....	Jacksonville, Fla.

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Missouri School Journal.....	Jefferson City, Mo.
Moderator—Topics.....	Lansing, Mich.
Midland Schools.....	Des Moines, Iowa.
Mississippi School Journal.....	Jackson, Miss.
Nebraska Teacher.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
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Teachers' Institute.....	Austin, Tex.
Texas School Journal.....	Richmond, Va.
Virginia School Journal.....Topeka, Kas.
Western School Journal.....	Milwaukee, Wis.
Western Teacher.....
Wisconsin Journal of Education.....Madison, Wis.

VACATION may be a good thing or a bad thing according to the use made of it. If it contributes to a broader outlook upon the work for next year then it is good thing.

THE elevation of Dr. J. W. Bashford to the office of Bishop of the Methodist Church removes from the educational field a man who has long been conspicuous. His work as President of the Ohio Wesleyan University has enlarged and strengthened that institution till it has become a power in the church of which it is an exponent. In matters educational Dr. Bashford has ever been listened to with the deep interest. A man of sterling convictions and of broad sympathy with all that is ennobling his influence for better things in

Ohio has been most potent. Our best wishes attend him as he goes forth to the duties of his new and exalted position.

THE great teacher Agassiz was once invited to deliver a lecture in an Ohio city, for which he was offered a thousand dollars. In declining the invitation he used these significant words: "I have no time for making money." To most people such a remark might seem, in a measure, insincere, but it only proves our own inability to measure the greatness of the man. It takes a great man to use such words, and it takes a man who is capable of seeing higher than the sordid to appreciate them. The cry all over the land is "Get a Job," and this sentiment in the home and on the street is not easily changed. We often quote "There's plenty of room at the top" but when asked to make some sacrifice of money in order to reach the top we decline the invitation.

CHILD STUDY has done but little for us if it has failed to discover to us the natural order of development. This order, according to the psychologists, is *motion*, *emotion*, *intellection*. To follow any other order is to do violence to the child and to stifle in a measure his development. The teacher who insists upon an unnatural position for the child and then commands him to "Think, think," is contradicting

nature and need not be surprised if nature rebels. If motion precedes emotion, and emotion precedes intellection, and, indeed, is a condition precedent to intellection then there is a dismal misconception of order in some of our schools. In the nature of things the best order is that which stimulates and is co-existent with the white heat of thought. Moreover thought can not be superinduced by the mere fiat of the teacher. There are two steps preceding thought which teachers would do well to recognize.

CONSISTENCY may be and probably is a jewel but it does not follow that we are not to change our views lest we be inconsistent. In that case there would be no progress. New agencies are constantly at work and new processes are being devised all the while. To solve a problem to-day the same as yesterday because we solved it so yesterday tends to stifle progress. Far better be inconsistent than non-progressive. A lady gave her age as thirty and was reminded that she had given that as her age five years before. Whereupon she replied, "Well, I'm not one of these people who say one thing one day and another thing the next day." She was consistent, to say the least. Some one has said that it is a mark of greatness to possess an intellectual wardrobe sufficient to afford a change of mind.

HE was a young man and was teaching in a country school, and as he walked down the road he had a dream. He dreamed that he was at the head of a large city school. Nor did he forget his dream. That night his light burned later than usual, and the next day found him more devoted to his work. Vacation became for him not a time for rest, but a time for work. More and better books came to his table and sacrifices were made in order to buy them. He thought it no disgrace to say that he could not afford what others called pleasures. When learned men spoke he went to hear them and returned home to test the truth of what he had heard. So year by year he gathered up the fragments of time and so became known for his studious habits and his fidelity to the work in hand. Then better places were offered him and these he regarded as better opportunities to work. Work became his passion and his pleasure. He need not seek pleasure for he had it every hour of the day. And his dream came true.

THE July number, in which this note will appear, closes the ninth year of the MONTHLY under its present management. The long distance from home does not in the least lessen our keen appreciation of the loyal support given by the teachers of Ohio all through those years and serves to deepen the de-

sire and determination to make its columns more helpful than ever before, the coming year. Since there is no State Association this year, special effort has been made to provide a table of contents for this number, usually devoted to the publication of the Proceedings of the Association, which will appeal to all our readers as being helpful and suggestive. Before another issue appears, the Ohio institutes will have begun, and to the instructors who teach and the thousands of loyal teachers who learn we extend hearty good wishes for most successful sessions. The MONTHLY will be represented in each county by an agent who will solicit subscriptions and will, we trust, be accorded the same cordial reception and recognition which it has received in the past. That the vacation weeks may be filled with opportunities for that rest and improvement which will make certain the success of the year which is to follow in the schools, is our sincerest wish.

HERO OF HIS CLASS.

In all the High School commencements that will be held in Ohio this week and in the weeks following, there will probably be no more notable case than that of Frank Charles, who has just completed his course at the Waterville high school and received his diploma with others of his class. Frank is the son of a poor man, a farmer

with a large family. The home is two miles from Waterville and his opportunities for getting an education were meager by comparison with those of most boys.

Though a sufferer from palpitation of the heart and recurring erysipelas, he has persisted in his school work. Last winter when the bridge over the Maumee which separated his home and his school was swept away, he crossed by means of a sliding carriage on the telephone company's cable. One day the carriage fell with its occupant and the boy suffered a broken leg. That kept him at home, but he arranged with the principal to hear his lessons by telephone, and so every night, propped up in a chair beside the receiver, he went over with his teacher the work that the class had that day covered. Studying by day and reciting at night, the bed-ridden boy was able to keep up with his more fortunate companions.

It was possible to remove the plaster cast from his leg in time for him to go to Waterville and take the examinations which he passed with honor, being graded 93. By this time the interest of the whole community was aroused and, when he was seized with measles the day before commencement, the people waived the danger of infection and consented to his attendance anyway. He went and listened while another read his essay and the people applauded. When the diplomas were

presented, he hobbled across the stage on crutches to get his and the audience cheered him for his courage.

He is going to college this fall and there is no one who doubts that he will succeed whatever the obstacles.—*Columbus Evening Dispatch*.

GREETING.

It gives me pleasure to accept the kind offer of the MONTHLY and to extend thro' its columns, a cordial greeting to the teachers of the state.

I appreciate the kindly spirit that has been manifested, and the many letters which have been received containing assurances of hearty support and co-operation.

It will be our earnest purpose to so administer the affairs of the office as to merit the support of the school men and all friends of education in Ohio.

The past year has been an important one, in our educational history. It has been a period of great agitation, and thorough discussion of school affairs. The citizens of Ohio have had their attention turned as never before, to the public schools. Almost every phase of the school question has been discussed from every point of view.

After long and careful deliberation on the part of the General Assembly the difficulties arising from special legislation have been removed, and a new code has been enacted.

However much we may have differed in our views at the time, I think it will now be conceded that a careful examination of the code indicates a marked advance in school legislation. Its value must be determined by the results obtained.

It will be the policy of the office to carry out the provisions of the new code in a spirit of fairness and justice to all concerned.

Recent legislation has added largely to the duties and responsibilities of the Commissioner's office. The law of 1902 provided for a general classification of all the High Schools of the state.

This has been well done by Commissioner Bonebrake. It will be our purpose to continue this work along essentially the same lines, dealing fairly and justly with all. It should be remembered, however, that this is no easy task, when the information to be used as the basis of classification must be secured almost entirely by correspondence.

An important provision of the new code, is the preparation of uniform questions for county examinations, under the direction of the Commissioner. This has long been advocated by many of our educators and it is now a part of the school law. The standard has varied much in different counties and it may take a little time to become accustomed to the new order.

It will be our aim to maintain a proper standard, and at the same

time to submit questions that are fair and reasonable.

Large discretionary power is given boards of examiners in the grading of manuscripts, and in determining the average and minimum grades.

A discussion of these questions and comparison of notes at the annual meeting of the examiners, may serve to bring about as great a degree of uniformity in examinations throughout the state, as is desirable.

But it is not my intention to discuss the different phases of the new code at this time.

It is our purpose to visit as many of the institutes as is possible during the limited time in which they are held; to become acquainted with the different sections of the state, and especially with existing conditions in the rural schools; to study the practical workings of the new code, with the view of being able from time to time, to make such suggestions and recommendations as will tend to strengthen it, and improve educational conditions; and in general to continue the good work of my distinguished predecessors in the office.

There are some important educational problems that were not considered in connection with the new code. They are still confronting us and demanding solution.

There is ample time before the next meeting of the General Assembly to reach some definite con-

clusions, and to crystallize public opinion with reference thereto.

"In union there is strength." We have a splendid body of men and women engaged in educational work in Ohio.

We have strong educational associations; school journals that are leaders of educational thought, and a public press, that is ever ready to open its columns, for the discussion of important public school questions.

Let us unite our efforts and go forward with a determined purpose to keep Ohio in the front rank of educational progress.

EDMUND A. JONES.

SIX YEARS AS SCHOOL COMMISSIONER.

The Editor prior to his departure for Europe some weeks since asked and secured a pledge from me that I would furnish for the July number a short article reviewing the work of the school commissioner's office for the past six years. At the time I made the pledge it did not occur to me that the task would be difficult, nor did it impress me that I was thereby agreeing to write, after a fashion, my own official obituary. But having all my life endeavored to keep my pledges and execute all trusts reposed in me, I boldly "take my pen in hand" to furnish the article in question, leaving to others to judge the intentions and to overlook the free use of the personal pronouns made necessary in such an article.

I was nominated by the state convention which convened in Toledo, in June, 1897, after a spirited but gentlemanly contest between certain entirely worthy gentlemen and myself; and in the November election following I was elected along with the rest of the ticket. My official term began on July 11, 1898, and it will terminate on July 11, 1904, a period of exactly six years, having been re-elected in 1900. Looking back to the time spent during the year following my nomination and prior to the actual entrance upon the duties of the office I recall that I made fully fifty visits of various kinds, procured copies of the school laws of other states and read them, and also reviewed critically all the sections of the school laws of Ohio as they existed at that time. I recall that it was a period of preparation. I felt that the real work which ought to be done during the years in which I was to be in office should be years of fruitfulness in legislative matters. The more I studied the more was I convinced that the man who would undertake to do that work, should know the law and know it thoroughly. To that end, I also requested that the new clerks who were to go in with me should become familiar with the statutes.

Thus it happened when I assumed the office on July 11, 1898, that I was not entirely ignorant of the sentiment of the school men of

Ohio, nor uninformed on school law. Neither was I lacking in definite plans and purposes in legislative matters. Almost immediately after entering upon the duties of the office I began to visit the institutes. My first address as Commissioner was made at Scio College, and my first institute speech was made in Miami county. During that summer I took advantage of the recent Spanish-American war to urge as a patriotic motive the better preparation of "the men behind the guns," and the better organization of the school system. The addresses were patriotic and general in nature. During that year all the blanks and reports sent out by the department for use in all the schools and by the school officers were overhauled and simplified. In compliance to the resolutions of the state teachers' association, during the year 1899, I made many addresses on the need of the establishment of institutions for the training of teachers. Incidentally I sought to lay the foundation for new and better school legislation. With the advent of the General Assembly which convened early in January 1900, new opportunities presented themselves. The first serious attempt ever made in Ohio to secure state normal school legislation was undertaken in the form of the Seese Normal School Bill, (H. B. 163), which measure met defeat in the House on February 8, 1900, owing to a series of unfortu-

nate mishaps, the vote being fifty-two yeas to forty-four nays — only four short of the necessary constitutional majority. This measure was petitioned for by fully twenty thousand persons. The measure was, however, a sentiment-maker; and now, more than four years from that time, I can well recall the statement made on that day by Dr. E. E. White to the effect that it was "an omen of ultimate success." Among the measures actually passed that year were those relating to the Boxwell law, to centralization, to scientific temperance, the examination of school funds, the prevention of the embezzlement of funds, the permitted teaching of music, the increase of levies for villages and special districts, to the increasing of university funds, etc.

In the years 1900 and 1901, never losing heart, I continued to agitate the state for the better training of teachers at state expense, and continued to urge the essential program which had been outlined early in my administration. It thus transpired that the sessions of the General Assembly which convened first in January and later in August, 1902, are among the most fruitful in the history of the state. Among the more conspicuous school measures passed by that memorable Assembly are the following: The Seese normal school law, giving the state normal schools to Athens and Oxford, which was passed by a vote of seventy-six to twenty-five

in the House, and twenty-six to four in the Senate, and which became a law on March 12, 1902; the Patterson law which made thoroughly effective the former Boxwell law, and was virtually a re-writing of the act; the Brumbaugh law, defining and classifying the high schools; the amendment of the permitted levy (Sec. 3959); the organization of the bureau of public accounting; the re-writing of the compulsory education law; the re-writing of the centralization laws; the arbor day law; the law relating to the power of boards of health in regard to schools; the teachers' pension law; the new institute law, and others. In the extraordinary session which convened in the August following, I made an earnest effort to get the school code considered at the same time the municipal code was enacted, but had to be content with securing only the Harrison library law, the other matter being deferred at the request of the Governor. In the public meetings where I spoke in 1902 and 1903 I endeavored to get the teachers to understand the scope of the new legislation, and the necessity of their studying the school laws. When the legislative session of 1904 had convened I bent my efforts in passing the Harrison "school code" bill. Said bill was introduced on February 5th, and became a law on April 25th. Of this contest I prefer that others should speak; and of its excellent

features and far-reaching reforms I prefer the judgment of the people of Ohio a few years hence, to the ill-considered words of those who were drawn into the contest as partisans of some form of city organization. In general, I think I may say that fully three-fourths of all the most important present school laws have been written or re-written during the past six years, and that most of them and their amendments have been prepared in the Commissioner's office; and further, were it not boastful, I would like to add that not a single measure proposed by the department and introduced in the General Assembly, save the first normal school bill, has failed of passage. Possibly there is no corresponding period in our state history where so much important legislation has been passed. For this I am sincerely grateful to the gentlemen who have composed the several legislatures; in it too I take considerable pride.

During the six years spent as the commissioner of schools I have spoken to audiences aggregating perhaps a half million of persons; have traveled more than one hundred thousand miles in the discharge of my duties; have visited one hundred eighty-six Ohio county institutes; have visited one hundred sixty-five commencements; and made about two hundred sixty-eight other visits—in all, nearly six hundred recorded visits. During that time the High schools have

been classified; two editions of the school law have been made ready; thousands of letters have been answered; six annual reports have been compiled; and the detailed work of a busy office has been promptly carried on. It has been, in most things, the busiest and most satisfactory work of my life, and will ever remain to me as an era of joyous service.

Possibly a word should be said about the cordial support everywhere and at all time accorded me. In general, the teachers and school officers have accorded me a cordial welcome wherever I have gone. They have not always agreed fully as to the plans and measures proposed; they have not always understood the larger purposes sought to be accomplished, but I cannot recall any intended discourtesy. I have visited their homes, met their families, partaken of their hospitality, assisted them, when possible, to better positions, and sought and received their good counsels. The courtesies shown me have been many and constant, and I find myself, as the days draw near when I must step down and out, in a state of great thankfulness for the splendid good-fellowship which it has been mine to enjoy, and I can do little better for the worthy gentleman who succeeds me on July 11th, next, than to wish for him the same boon of cordial good-will which has been accorded me for six years.

LEWIS D. BONEBRAKE,
Commissioner.

FAREWELL RECEPTION.

On Saturday afternoon, June 18, 1904, the school men of Ohio tendered the outgoing school commissioner, Hon. L. D. Bonebrake, a farewell reception at Hotel Hartman, such as has been tendered to no outgoing commissioner. The term of Dr. Bonebrake has been one of great achievement in an educational way. Great legislation has been enacted, excellent results have been brought about in the way of creating public school sentiment all over the state and it was this that led the educational leaders of the state to meet in a farewell banquet to the man who has battled royally for that that is dearest to the people of Ohio, namely the proper education of her youth. A very elaborate and substantial menu was served. Following this there came a no less pleasing feature, the toasts of the afternoon.—Prof. W. H. Meck, of Dayton, O., acted as toastmaster and presented each speaker in a very happy mood, proving himself a master toastmaster. Supt. Frank B. Dyer, of Cincinnati, O., responded to the toast, "Recent School Legislation."

Hon. Chas. F. See, of Hudson, O., to the "State Normal Schools."

Hon. Edmund A. Jones, commissioner-elect, of Massillon, O., to "The Common Schools of Ohio."

Supt. Wm. H. Mitchell, of New London, O., to "The Outgoing Commissioner."

Supt. C. W. Bennett, of Piqua, O., to the "In-coming Commissioner."

Dean H. C. Minnich, of Oxford, O., to the "Educational Outlook."

Supt. Chas. C. Miller, of Lima, O., to the "Historic Friendships."

At the close of the program Supt. Miller in the name of the school men presented the retiring commissioner with a very beautiful leather couch, Gladstone chair and handsome rocker.

The splendid gifts served but a feeble expression of the great esteem in which the school men hold Dr. Bonebrake. The whole affair was but a fitting climax to an administration that has been successful in every respect. Whether Dr. Bonebrake continues in active school work or not, he can never forget the splendid support given him by the educational forces of the state.

Those present were the following: B. E. Richardson, Cleveland; J. Reuben Beachler, Arcanum; Howard C. Carter, Casstown; H. R. McVey, Sidney; James H. Patterson, Glen Roy; H. A. Cassidy, Lancaster; C. A. Puckett, Lynchburg; S. F. Darby, Cuba; C. B. Rayburn, Wilmington; W. L. Atwell, Johnstown; O. H. Hughes, Hillsboro; W. H. Sidebottom, Columbus; C. T. McCoy, Lancaster; E. A. T. Porter, Cincinnati; C. L. Martzloff, New Lexington; J. H. Rowland, Delaware; M. E. Hard, Chillicothe; E. W. Patterson,

Wellston; C. E. Bonebrake, Columbus; H. C. Minnich, Oxford; J. R. Fortney, Wyoming; John S. Weaver, Springfield; J. W. Swartz, Greenville; C. W. Bennett, Piqua; E. A. Jones, Massillon; C. L. Brumbaugh, Greenville; Lee. A. Dollinger, Covington; D. J. Schurr, Plain City; L. C. Dicks, West Jefferson; H. T. Silverthorn, Mt. Sterling; L. S. Wells, Columbus; E. B. Stevens, Columbus; E. S. Grouse, Cincinnati; Hugo J. Anthony, St. Henry; S. L. Caylor, Brookville, O.; C. M. Lehr, Ada; A. H. May-silles, Brookville; J. A. Harlor, Washington C. H.; W. J. Scroggie, Norwalk; B. T. Jenkins, Pleasant Hill; E. M. Mills, Athens; H. H. Cassil, Columbus.

JUST A SCHOOL TEACHER.

It was past four o'clock and the westering sun was gilding the tops of the trees when with a sigh she sank wearily down upon a hard wooden chair on the bare platform and gazed vacantly through the window. Boys and girls were threading their way along the grassy margins of the country roads, swinging their baskets to and fro and singing again the song that had closed the day's work. Ever and anon as they came to where their ways diverged they halted for a moment to say their parting words and then sped onward as new interests urged them.

When first she sat down her world seemed to extend only to the

rude fence that bounded the meager grounds, but, bye and bye, catching sight of the boys and girls her horizon widened and the fence was no longer a barrier to her vision. As they came into view now and again she recognized John, and Mary, and Tom and a smile crept into her gaze. Then she turned to the other window and again saw boys and girls going along another road, and the smile was enthroned. Then, again, without looking she saw all the other boys and girls going in other ways and, somehow, the little school-house became to her the center from which paths led in all directions, the shrine to which pilgrims had come and from which they were just now going to all places on the globe. Then the country road stretched away toward the rising sun and the East took on a new meaning, for her boys and girls were gone in search of it. Then the West receded from her, tripping along beside her boys and girls and recking not of boundaries or space. The North, too, seemed impelled to remove from the grove where, for her, it had always dwelt and to explore regions before unknown for when the boys and girls were lost to sight in this grove they were moving on. And the South sped away over hill and dale across river and mountain beyond the islands that yearn toward the southern Pole. Then no longer did the barrenness of her surroundings oppress nor

work dismay, for she was with her boys and girls as they journeyed far away bearing the sacred emblems from her shrine to lay them as tributes at the feet of the East, the West, the North, and the South. Then there was exultation and a song in her heart and on her lips. Her look was joy and her step was gladness. People saw her and wondered. Then they surmised. But their surmises were of problems solved, of salary increased, of promotion. They did not, could not know.

ON GUARD.

Within each of us lies the desire to do something to bless the world, but it always seems to us that the opportunity lies nearer to others than to us. The truth is that the teacher has more opportunities to say the word or do the deed that will direct the way of the young, than does anyone else.

If by superhuman power the whole teaching force of the United States could suddenly be taken from the work and allowed to look upon the waiting field just abandoned, there would come to each teacher such a realization of the opportunity lost as a closer view of the work never revealed.

The opportunity is for the individual teacher. He influences each pupil this way or that. He stands at the centre of a great network of influences for good. Through words, bearing and gesture, he

sends out his energies. Full oft a single word has been like a switch that turns a train from the route running toward the frozen North to a track leading to the tropic South.

Often has a youth been turned to the way of integrity by the influence of one strong personality.

The teacher's best influence is unpurposed. Power goes forth unconsciously but the results are the same. Is it not worth the price then to learn self-control, to forbear to say the sarcastic word, or to give the look of scorn?

The influence of each day and hour in your school room will live on after you have closed the school house door forever. but better than pension or medal will be the ever-widening circle of influence you started to-day in your own school room.

Have these things ceased to be true because they have been said so often?

MARY ELLEN STEVENS.

OUR SCHOOLS THROUGH ENGLISH EYES.

In the 400 pages of the report of the Mosely educational commission to the United States, 26 eminent English gentlemen, engaged at home in the law, medicine, teaching or municipal office, marshal the facts and their impressions as obtained during the itinerary last October and November. While Alfred Mosely, originator of the educa-

tional and industrial commissions, believes the reports can be profitably utilized in carrying out the new London education act, the benefit that the American educator may derive from their perusal is substantial, if not commensurate.

With absolute freedom from bias or devotion to any individual fads, these visitors have afforded the opportunity to see ourselves as others see us. The view attracts because it flatters. Mr. Mosely himself was struck by the rich endowments of schools, the architecture of the buildings, the larger substitution of the practical for the classical, the enthusiasm in the work of teachers. He considers it a defect, however, that teachers are underpaid. His conclusions in essence are that the Briton must wake up and impart up-to-date scientific knowledge.

The surprising contrast is drawn between the secondary consideration given to sports in American schools and their superior importance in the English system, even teachers being there chosen for athletic attainments rather than academic. Many have doubtless been ignorant of this fact when deploring the tendency here to twine with the laurel the captain of the 'varsity eight and ignore the valedictorian. The pervading creed in America that education has a money value is strongly exhibited in the reports.

Mayor Arthur W. Black, of Nottingham, thus succinctly states his discoveries: First, that public

opinion is much more strongly in favor of education than in England; second, that the scholars in America take a keener interest in their studies; third, that the teaching given in the elementary schools produces more positive mental alertness. There are a few flies, however, in this unctuous ointment. Professor Rhys, of Oxford, naturally upholds the Anglican church extension of control in the English education act and thinks a demand for denominational teaching will arise here. He deprecates co-education. The general trend of the observations on law and medical schools and the training in reformatories is commendatory. The book is a rich thesaurus and doubtless occasion will arise to refer to it again.—*Pittsburg Dispatch*.

EDUCATIONAL NEWS.

—Supt. C. M. Lehr closed the year's work of the Perrysburg township schools with a grand Township Educational Rally at Perrysburg, Wood Co., May 20th. State School Commissioner L. D. Bonebrake was present and gave an excellent address which was highly appreciated by the large gathering present. The schools closed a very successful year's work and Supt. Lehr received a very substantial indorsement by an early re-election for the next year at a handsome increase in salary.

—Supt. C. L. Martzloff, of New Lexington, after a year of marked success has been re-elected unanimously. The President of the Board at the Commencement said: "I doubt if any town in Ohio has a better-corps of teachers than ours, from the superintendent down."

—Supt. J. F. Young, of Genoa, has been elected superintendent at Gibsonburg.

—Supt. John S. Weaver, of Springfield, just prior to the passage of the school code, was re-elected for two years at a salary of \$2,500.

—A distinguished scientist claims to have proved "the morphological polarity of the animal body." This will be good news to all our readers. We are all glad to have this matter thus cleared up before the opening of another school year.

—Supt. F. S. Alley and Prin. Ray Harris, of Greenfield, in addition to their regular work have encouraged the pupils to publish a school paper, "The Dragon," which is bright, clean, wholesome and possesses much literary merit. It is just such incidental work as this that brings teachers and pupils close to one another and lays deep the foundation for success in after years.

—The press of East Liverpool teems with praise for Supt. R. E. Rayman and the teachers by reason of their faithful work for the

school. Parents' Day brought out great throngs of people to see the work of the children and nothing but praise was given the teachers. Supt. Rayman is one of the strong men of Ohio and one element of his strength is the fact that he wants the teachers to have full credit for every good word and work.

— Supt. C. M. Carrick, Plymouth, graduated four girls and two boys June 2d, thus completing a most successful year.

— Supt. H. S. Gruver, Worthington, graduated six girls and two boys June 2d, and every appointment for the occasion showed the master hand. Supt. Gruver is one of the most progressive men in the state and the Board recognize this fact in an annual increase of salary.

— Five graduates at Carrollton May 27th, under Supt. W. N. Beetham and Prin. John R. Kail, two wide-awake school men.

— Marion surrendered bodily to the schools during the first week in June and wisely for the commencement exercises were far from being ordinary. Thirty-seven graduates tells an eloquent story for Supt. H. L. Frank and Prin. Frank D. Tubbs.

— Supt. F. E. Pierpont, of Logan, graduated seven boys and five girls June 3rd. The address was given by Hon. J. A. Gearhart, of

Buffalo. It is too bad that the educational world must lose the superb ability of Supt. Pierpont.

— Supt. C. L. Cronebaugh, of Cambridge, has been elected superintendent at Massillon, and Supt. J. M. Carr, of Frazeysburg, has been elected at Cambridge. Jones, Cronebaugh, Carr! Now that kind of moving will stand the test of any searchlight.

— Supt. J. J. Bliss, of Bucyrus, graduated eighteen boys and twenty-two girls June 9 and 10. The number of graduates would seem to pertain to a city of 25,000. Possibly the man at the head of affairs has had something to do with it. At any rate he has been re-elected.

— Supt. A. D. Beechy and Prin. James E. Cole, of Norwalk, had a fine class of twenty to graduate June 10th. The music for the occasion was furnished by the pupils of the High School under the direction of Prof. G. W. Barnes. Dr. L. E. Holden, of Wooster, gave the address.

— On May 14th memorial exercises were held at Lancaster for the late George W. Welsh, for many years superintendent of the schools. Among those who spoke on the prominent characteristics of Mr. Welsh were Supt. Cassidy, Prin. S. J. Wolfe, Prin. Seth Hayes, Prin. Geo. M. Morris, Prin. M. L. Smith, W. B. Henry, Lawrence Thomas, Miss Anna David-

son, Miss Kate Lowrie, Miss Helen Scanlan, Mrs. Flora Clover, and Miss Rebecca Wolfe. Touching tributes were paid him as a man, as a citizen, as a teacher, and as a friend. Truly as was said by Miss Davidson, "And the children shall rise up and call him blessed."

— Supt. E. M. Van Cleve and Prin. W. H. Maurer, Steubenville, had ten graduates June 9th, and an excellent programme which showed intelligent direction and a proper regard for the audience.

— S. P. Humphrey has been re-elected superintendent of the Iron-ton schools, his salary being increased to \$1,900. T. Howard Winters was re-elected principal of the High School. An additional teacher was employed for the High School, Miss Jessie Hutsinpillar, a graduate of Wellesley College.

— W. D. Sydenstricker was re-elected superintendent of the Coal Grove schools.

— Supt. D. O. Brelsford of Johnson Tp., Champaign Co., has our thanks for a very artistic invitation to his commencement June 8th.

— Supt. L. Virgil Mills of Burton, conducted the commencement exercises June 7th, when five young ladies graduated.

— Nine boys and seven girls were the contribution of Supt. Arthur Powell to the honor roll June

16th. The class Day exercises consisted in large part of a play, "The Unexpected Guest," by W. D. Howells, the characters being taken by the members of the class. It was a great week for Middletown.

— Supt. S. E. Pearson of Monroe Tp., Miami Co., had sixteen graduates June 4th, Supt. C. C. Miller giving the address. Supt. Pearson has had a very successful year and has been re-elected with an increase in salary.

— Supt. H. P. Jeffers, Gnadenhutten, graduated a class of six boys and four girls June 3d. Dr. A. B. Riker delivered the address.

— Supt. S. K. Mardis and Prin. Eli M. Davis, Toronto, graduated a class of seven May 27th. One of the features of the programme was a debate by two members of the class.

— Supt. W. H. Mitchell, New London, graduated fourteen on the evening of June 7th. Many a larger place has fewer graduates.

— Five pupils graduated June 2d, from the High School at Sallineville, under Supt. F. Linton, and Prin. W. A. Walls. Hon. C. B. Galbreath gave the address. Albert T. Smith was the only boy in the class. He was lonesome but happy.

— Prin. T. H. Winters, Ironton, arranged a most attractive and sen-

sible programme for commencement June 2d. He seems to have considered the individuality of each member of the class in assigning subjects. Essays, orations, and recitations all received due attention.

— Supt. H. A. Cassidy and Prin. Seth Hayes with their assistant teachers made commencement week in Lancaster a time to be remembered. The exercises extended from June 5th to 10th and every day was replete with good things. Prof. J. V. Denney gave the class address. "Physical Geography in the Civil War," is a sample of the subjects given to pupils. This is better than hitching wagons to stars and proves that pupils and teachers have passed beyond the sap period. The class consisted of eight girls and twelve boys. Port Clinton papers please copy.

— We extend our hearty thanks to the World's Fair Teachers' club St. Louis for courtesies. Teachers going to St. Louis will do well to write this club, 810 Olive St., a few days in advance.

— Supt. S. P. Humphrey, Ironton, has been re-elected at a salary of \$1,900, the highest ever paid. This will be his eighth year of service and his work has not only redounded to the good of the schools but it has also been appreciated. The graduating class June 2d, numbered eighteen. About 700

school people went on a visit to the "Zoo" at Cincinnati, a few weeks ago.

— Supt. W. R. Walker, Edison, closed a very successful year with a good commencement programme May 26th. There were nine members of the graduating class.

— Prof. J. A. Culler of Miami University has just put the finishing touches upon a three-book series of Physiologies which he has written for the J. B. Lippencott Co., and which they will soon publish. Prof. Culler by unremitting hard work has advanced to the front rank as a scientist and we are certain that all our readers will rejoice that his superb ability is receiving just recognition.

— One of the best school men in this country is Supt. J. G. Crabbe of Ashland, Ky. One has only to visit that city to see what wonders he has accomplished in educational matters. To their great credit be it said that the people realize his value and in their estimation nothing is too good for him. Madison county, Ohio, ought to be proud of this product.

— Supt. C. E. Oliver, East Palestine and Prin. C. C. Underwood graduated a class of six May 27th. Hon. L. D. Bonebrake gave the address. The event was celebrated in a special issue of the *High School News*, an eight page paper brim full of school news told in excellent style.

—The Board of Education of Port Clinton have honored Supt. C. S. Wheaton and Miss Lillian C. Smith, Prin. of High School with re-election. The High School has conducted a lecture course for two years, netting \$230. Things are moving up that way.

—Dr. C. W. Bennett delivered the address before a class of seven at Ft. Recovery, June 1st.

—Supt. J. H. Snyder closed up the year at Martins Ferry with a commencement and a class of great merit. There were thirty-two in the class. The people all regret the loss of their superintendent.

—The press of Gallipolis bestows unstinted praise upon Supt. S. H. Layton by reason of his successful administration the past year. He has evidently won a high place in the esteem of the community.

—Supt. C. S. Wheaton, Port Clinton, graduated eleven girls and one boy June 2d and 3d. A little girl was asked by her Sunday-school teacher if there will be marriages in Heaven. She replied, "No ma'am." "And why not?" was asked. "There wouldn't be men enough to go 'round.'"

—Supt. R. H. Kinnison recently acted as one of the Judges on delivery at the Interstate Oratorical Contest at Cedar Falls, Iowa, in which Iowa, Illinois, Wisconsin, Missouri, and Kansas were represented. It is always pleasant to

have our Ohio people drafted into such service. On June 16th, he graduated nine boys and thirteen girls.

—Supt. J. B. Vining, Marengo, graduated two boys and one girl May 27th. He has still another year to serve on his contract, and is doing good work.

—Dr. T. S. Lowden of De Pauw University has been tendered a fellowship at Clark University, having attracted favorable notice by reason of his writings on Child Study and will accept the offer, having been granted a leave of absence for a year.

—Supt. W. A. Hiscox of Graf-ton, graduated five girls and three boys June 7th, with a most interesting programme.

—Supt. T. W. Shimp and the entire corps of teachers have been re-elected at Delphos. These words will be pleasant reading to all their friends.

—Supt. L. C. Dick of West Jefferson, has been appointed a member of the board of county examiners of Madison county, to succeed Supt. H. T. Silverton, who removes from the county.

—Supt. S. M. Sark of Harrisburg, has been re-elected. Evidently he has given satisfaction.

—After a most successful year Supt. D. L. Hines of Gahanna, has been complimented with a re-election.

— The Franklin County Boxwell commencement was held at Olen-tangy Park, June 9th. There were 245 graduates. Judge Samuel L. Black and Hon. L. D. Bonebrake delivered addresses. The exercises were in charge of the examiners, L. L. Pegg, J. A. Wilcox and A. L. Peters.

— At the last meeting, for this year, of the Central Ohio School-masters' Club, Prof. J. V. Denney read an excellent paper on "Athletics in High Schools and Colleges," which was ably discussed by Supt. C. L. Martzloff. Supt. E. B. Cox was elected president and Supt. C. L. Boyer secretary-treasurer.

— Supt. C. L. Riley of Alexandria, has been nominated for auditor by the Democratic party of Licking county, which, as a rule, is equivalent to election. He is a good school man and has done much for the schools of Alexandria.

— The Board at St. Mary's has purchased a fine collection of stuffed and mounted birds from Dr. L. L. Waters of Lakeside, which will become the property of the schools and will be used in the teaching of ornithology.

— Supt. Ed. A. Evans, of Chicago, had nine graduates May 31— six girls and three boys. Supt. C. L. Van Cleve delivered the class address. The whole programme, including the address, was excel-

lent, and elicited hearty expressions of approval from the large audience.

— Miss Alice Gladden and Miss Grace Jones have become the Principals of the Columbus School for Girls and will enter upon their active duties in September. Together they form an ideal combination of talent and only the highest success can result from their efforts.

— Some weeks ago J. A. Harlor had occasion, while in the line of business in Virginia, to drive out ten miles to the neighborhood of the Natural Bridge, and was accompanied by an old gentleman whose father formerly owned about two thousand acres in that vicinity but lost it all at the time of the Civil War. Though living only ten miles away the gentleman had not returned till this occasion.

— Supt. Geo. P. Chatterton, of Frankfort, has been elected to the department of History in the High School of Youngstown at a salary of \$1,200. A good man in a good place.

— The success of Supt. Wm. McClain, of London, has been strong, positive, and undoubted, and his re-election at \$1,800 is strongly approved by the entire community.

— Supt. H. T. Silverthorn was recently presented an elegant gold-headed umbrella by his associates

on the Board of Examiners of Madison Co. "It never rains but it pours."

— The 28th Annual Commencement of the Jackson High School was held on June 1st, and thirteen young ladies and ten young men were started out upon life's voyage under propitious conditions and happy environments. Prof. G. W. Knight, of the O. S. U., spoke the customary words of advice and encouragement in well ordered and beautiful arrangement. Supt. J. E. Kinnison in his felicitous manner presented the diplomas with some pungent suggestions.

— Nelsonville Board of Education has made a general raise of teachers' salaries of from 10 to 25 per cent., increasing the pay roll \$139.00 per month. This was appreciable recognition of good service and shows a spirit of educational awakening in Nelsonville.

— The teachers of Amanda, O., have made a strike for higher wages. They were re-elected at old salary, but from superintendent to primary teacher they have resigned. And a row of empty boxes faces the board, and a horrible dilemma as others will scarcely apply.

— Dr. J. J. Burns gave the class address at Edgerton May 27, having for his subject "The Mother Tongue." There were two graduates who spoke upon "Russia" and "Japan."

— Supt. F. S. Coultrap, Athens, graduated ten girls and twelve boys June 3. In his six years of service the high school has increased from 48 to 111, a high tribute to his energy. Prof. B. O. Higley gave the class address. The entire programme was excellent.

— We are pleased to record the re-election of Supt. F. H. Flickinger, of Cardington, with \$100 increase in salary. Work wins.

— Supt. L. J. Bennett and Prin. R. W. Crist, of Bethel Tp., Miami Co., have been re-elected.

— Supt. C. A. Krout, of Tiffin,, came forward June 10th with a noble class of twenty-seven. Scenes from "As You Like It," formed a most interesting part of the programme.

— Miss Matie P. McCoy, daughter of C. T. McCoy, whom everybody knows, has been re-elected to the department of History and English in the High School at Lima. She is a brilliant and accomplished young lady and has inherited many noble qualities from her — — mother.

— The final meeting for the year of the Northeastern Ohio Association was one of the best meetings ever held in the state. The inaugural address by Supt. C. E. Carey, of Warren, on "Some Educational Aims," was the best among his many excellent addresses in Ohio. Supt. J. M. H. Frederick, of Lake-

wood, spoke on "The Spiritual Attitude of the Teacher" and his address was received with great enthusiasm. It was scholarly and, at the same time, most interesting. The address of Superintendent John E. Morris, on "Education, Work and Wealth" was a most practical and interesting address and ought to be read by every teacher in Ohio. The closing address on "The Relations of the School and the Home" by Miss Mary Evans, President of Lake Erie College, was strong every way. These addresses with inspiring music and a good round table programme made this a notable meeting. Wells L. Griswold, W. H. Kirk and W. R. Comings are the Ex. Com. and planned the meeting.

— Commissioner Lindsay, of Porto Rico, has made arrangements to bring six hundred of his native teachers to the States this summer, that they may better understand American ideals and methods in education. A part of these teachers will go to the Cornell Summer Session and the remainder to that of Harvard. At Cornell they will devote their time, chiefly, under special teachers, to primary methods, drill in English and nature work. Those who understand English well will be permitted to take any of the regular courses for which they seem prepared. When it is understood

that every native teacher in Porto Rico is trying to master the English language in order to teach it, the significance of Dr. Lindsay's enterprise will be appreciated.

BOOK NOTICES.

American Book Co.:

Burke's Speech on Conciliation with America. Edited by William MacDonald, Ph. D., LL. D., Professor of History in Brown University. 164 pages. With portrait of Burke. 35 cents. This is the latest book in the "Gateway Series," of which Dr. Henry Van Dyke is general editor. These books are all *ne plus ultra*.

Kupfer's Lives and Stories Worth Remembering. By Grace H. Kupfer, M. A. Cloth, 12mo., 208 pages, with illustrations. Price 45 cents. Intended for pupils of the third year, this volume of the Eclectic School Readings aims to make children familiar with some of the master-pieces of literature and with some of the world's most inspiring men and women.

Marden's Stories From Life. By Orison Swett Marden, editor of "Success." Cloth, 12mo., 240 pages, with illustrations. Price 45 cents. This latest addition to the Eclectic School Readings, by the well-known editor of "Success," is intended for fifth and sixth year pupils. It contains brief life

stories and incidents from great lives which will show young people how boys, handicapped by poverty and the most discouraging surroundings, yet succeeded so that they are held up as models to the girls and boys of to-day.

New Century History of the United States. By Edward Eggleston. Half leather, 8vo, 453 pages. With maps and illustrations. Price, \$1.00.

The preparation of this book was the last literary work of its author. He was convinced that there was a peculiar need of such a history, and he devoted all his energies to supplying it. His purpose was to tell the story of our country so briefly that it might be mastered within the usual time allotted to the study, and yet to preserve its interest unimpaired by condensation. He has succeeded admirably, and the high literary quality of the narrative is a noteworthy feature of the book. *

Abraham Lincoln. By James Baldwin, Author of "Baldwin's Readers," "Old Greek Stories," etc. Cloth, 12mo, 288 pages, with illustrations. Price, 60 cents.

The life of the great President is here retold in a manner both agreeable and comprehensible to young readers. Mr. Baldwin has been particularly successful in producing a book equally adapted to school and home reading, and free from wearisome details and sectional prejudice.

Wallach's Historical and Biographical Narratives. By Isabel R. Wallach. Cloth, 12mo, 160 pages, with illustrations. Price, 35 cents.

This latest addition to the popular series of Eclectic School Readings contains sixty-five sketches of the prominent characters of history, from Egypt, China, and India, through Grecian and Roman times, to mediæval and modern Europe. The stories are brief, simply told, and interesting, and are sure to be pleasing to children of the fifth grade, for which the book is intended.

Ginn & Co.:

Teachers' Edition for Elementary Grades. This book is a teachers' manual and has been designed to supplement the "New First Music Reader" of "The Educational Music Course." It will also prove invaluable as a guide to all elementary music teaching in the schools. Among its entirely new features are the following:

1. It presents a comprehensive and practical plan, with plenty of drills, for training and developing the child voice.
2. There is introduced an entirely new system of developing tone relation.
3. It gives a collection of superior rote songs for use in the first three years of school.
4. It contains an appendix of the songs of the great masters.

Essays of Charles Lamb with introduction and notes, by Dr. George A. Wauchope of South Carolina College. This late addition to the "Standard English Classics" series is a very attractive book and contains Lamb's masterpieces.

The *Century* for July is primarily, but by no means wholly a fiction number. In the opening article Sylvester Baxter describes "The New West Point" as it is to be. This article will be a revelation to the public of the superb, picturesque and monumental character of the constructions now under way. The whole number is up to the *Century's* high standard of excellency.

Winona Lake Assembly and Summer School, Winona Lake,

Ind., offers an excellent opportunity to those who desire to spend a pleasant and profitable summer vacation.

Any one desirous of visiting the Yellowstone National Park will be greatly benefitted by writing to A. M. Clelland, G. P. A. Northern Pacific, St. Paul, Minn., for the "Wonderland 1904." Their new Yellowstone Park Leaflet contains much of value.

Hinds, Noble & Eldredge publish a new song book, "Songs of the Flag and the Nation." This will be found a valuable collection for teachers desirous of music for special patriotic occasions.

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STATE EXAMINATION QUESTIONS.

LATIN.

I. Translate into English: Itaque prius quam quicquam conaretur, Diviciacum ad se vocari iubet, et cotidianis intertretibus remotis per C. Valerium Procellum, principem Galliae provinciae, familiarem suum, cui summam omnium rerum fidem habebat, cum eo conloquitur; simul commonefacit quae ipso praesente in concilio [Gallorum] de Dumnorige sint dicta; et ostendit quae separatim quisque de eo apud se dixerit; petit atque hortatur ut sine eius offensione animi vel ipse de eo, causa, cognita, statuatur vel civitatem statuere iubeat. Account for all the subjunctives. 2. Translate into Latin: (a) Socrates was arraigned on the ground that he was corrupting the young. (b) Tell me where you are, what you did. (c) No one can escape what is destined to come to pass. 3. Translate into English: VII. 16. Nunc quoniam, Quirites, consceleratissimi periculosissimique belli nefarios duces captos jam et comprehensos tenetis, existimare debetis omnis Catilinae copias, omnis spes atque opes, his depulsis urbis periculis, concidisse. Quem qui-

dem ego cum ex urbe pellebam, hoc providebam animo, Quirites,—remoto Catilina, non mihi esse P. Lentuli somnum, nec L. Cassi adipem, nec C. Cethegi furiosam temeritatem pertimescendam. 4. Translate into Latin: I asked whether it is true or false? I am inclined to think this is true. As great fear seized the senators as if the enemy were already at the gates. 5. Translate into English: Provehimur pelago vicina Ceraunia iuxta, unde iter Italiam cursusque brevissimus undis. Sol ruit interea et montes umbrantur opaci; sternimur optatae gremio telluris ad undam, sortiti remos, passimque in litore sicco corpora curamus; fessos sopor inrigat artus. Needum orbem medium Nox horis acta subitat: haud segnis strato surgit Palinurus et omnis explorat ventos, atque auribus aera captat; sidera cuncta notat tactito labentia caelo, Arcturum pluviasque Hyadas geminosque Triones, armatimque auro circumspicit Oriona. Give the syntax of all the nouns in the first two lines.

CHEMISTRY.

I. Define chemical affinity and state its chief characteristics.

State the composition of water by volume and by weight. How may the composition of water be determined by analysis and synthesis?

2. What chemical processes are involved in the manufacture of iron from the ore? Give the symbol and atomic weight of mercury. State the composition of type-metal, pewter, britannia, brass, bronze, solder. 3. Explain the arsenic test and the test for carbonic acid. How much sulphur in a ton of sulphuric acid? State the composition and properties of sulphuretted hydrogen. Define destructive distillation. 4. From what is the iodine of commerce obtained? What are its characteristics? Give the history of phosphorus and tell how it is made. What is gallic acid? What is an aldehyde? Distinguish the terms dry, sweet and effervescing as applied to wine. 5. What is the distinction between volatile and fixed oils? What are the sources of the essential oils? What is the source of gum-benzoin? State the origin and properties of rubber. What is vulcanized rubber? What is nitroglycerine? State the chemical composition and action of dynamite.

SCIENTIFIC TEMPERANCE.

1. Why do we teach the subject of temperance in the Public Schools? 2. What is the action of alcohol on the blood? Why? 3. State three results of the use of narcotics on the nervous system. 4. How does the use of alcohol as a beverage affect the intellect? Why? 5. What are the effects of tobacco on digestion? 6. How does alcohol affect the liver? 7. How are muscles affected by the use of alcohol? 8. Are the re-

sults of temperance teaching in the schools what they should be? Why?

ZOOLOGY.

1. What is Zoology? What is an organ? Give an example of an organ and describe its function. How is the circulation of the blood accomplished in the mammalia? 2. How does the Sable differ from the other martens? To what order and family does the dog belong? What are the generic characteristics of the genus felis? What are the characteristics and habits of the seals? 3. How do lizards differ from turtles in structure and habits? Name the sub-divisions of each order. Why are not whales and fishes included in the same order? How are they alike and how do they differ? 4. Sum up the life of the common house fly. State the characteristics of the amphibians and the raptorial. Name ten classes of animals belonging to the invertebrates. 5. Distinguish between Crustaceans and insects. How is respiration accomplished among the different animals? Distinguish between the circulation of the blood in the warm-blooded and cold-blooded animals.

GENERAL HISTORY.

1. Give a brief account of the rise of the Saracens. 2. Describe briefly the first Punic war—causes, results, etc. 3. Write a brief sketch of Cyrus, the Great. 4. What are the sources of Ancient History? 5. Describe the different forms of Roman Government. 6. State the causes of the relapse of the "Dark Ages." 7. Give a brief account of the early spread of Christianity in Rome. 8. Give

the causes and results of the "Thirty Years' War." 9. How was the present German Empire formed? 10. What do you consider the most important event of the last ten years? Why?

UNITED STATES HISTORY.

1. Tell the story of Lopez and the "filibusters." 2. "Texas means taxes." This was the cry of the opponents of a certain action of Congress. Explain fully. 3. Trace the career of George B. McClellan. 4. Name the great casualties of 1903-1904, in the United States. Compare them with those of other years. Name five prominent men, of our country, recently deceased. 5. Give a short account of The Philippines—viz: The Friar Question, Resources, Government, Missionary and Educational Affairs, Social Order and Finance. 6. How and *why* did we acquire Louisiana? 7. What great public service was rendered by Dr. Marcus Whitman? Lewis and Clarke? Why will the St. Louis Purchase Exposition be a great event? 8. What is your opinion of the plan of "resource work" for Grammar Grades in United States History? Name a good text based on this plan. 9. Give a list of ten (10) dates, (and events marked by each), which you regard as most important in United States History. 10. Name two important events connected with the lives, or the history, of the following: (a) John Brown; (b) Captain Meriwether Lewis; (c) Maximo Gomez; (d) Clara Barton; (e) Lieutenant Andrew S. Rowan; (f) John Ericsson.

BOTANY.

1. Show the function of root hairs. What are the elements nec-

essary to plants? What are adventitious roots? 2. What is the office of cutin in the plant or fruit? Explain transpiration. Explain the tracheal tubes in plants? 3. Define calyx, corolla, stamen, pistil, anther, filament, style, ovary. 4. What are staminate and pistillate flowers? Name a flower where the stamens are said to be syngenesious. Name some staminate and pistillate plants and trees. 5. Tell all you know about Spring Beauty. 6. Give common name, genus, and species of five wild flowers. 7. Define involucre, acaulescent, gamopetalous, umbel, and spike. Name a naturalized plant. 8. Draw a figure and show how a flower is fertilized. How is soil fertilized? What is a hybrid? 9. Why has the garden rose no pistils and stamens? What advantage has white clover over red clover in the struggle for existence? 10. Name six weeds that have different methods of scattering their seed, and state what each method is. Of what use are color, odor, and nectar to flowers? What agents aid largely in the cross-fertilization of flowers?

LOGIC.

1. Define Logic. With what is Logic concerned? With what does Logic deal? 2. State the historical connection between Grammar and Logic. 3. Which is prior in existence, Logic or Logical forms? 4. Show the difference between abstraction and generalization. When is a term said to be distributed? 5. What is conversion? When can conversion be illative? 6. What is a syllogism? Give one. 7. How many terms has a syllogism? Name them. 8. Show what is meant by

induction. Illustrate the nature of analysis and synthesis. What is Rationalism? 9. Write A. E. I. O. propositions and show what subject and predicates are distributed. 10. Show what is meant by ambiguous middle. An undistributed middle.

HISTORY OF EDUCATION.

1. Who were the pioneers of education in the United States? What are the two periods of educational growth in the U. S.? 2. What was the work and influence of Horace Mann? What work did he do in Ohio? 3. Name some noted authors of Fiction whose writings have been helpful to the teacher. 4. What did Roger Ascham do for learning? Zwingli? Comenius? 5. Discuss the growth of education in France? 6. What was the great work of The Arnolds? 7. What was the condition of education in the South at close of the war? What is it now? What is the Peabody Fund? 8. How did the Crusades tend to the awakening of scientific thought? 9. What aim of education determined Pestalozzi's practice and method? 10. Why does the Constitution of the United States include no clause relating to education?

CIVIL GOVERNMENT.

1. What is a constitution? What is a bill of rights? 2. Is there any restriction upon the power of amending the federal constitution? If so, give it. 3. What were the purposes of the various amendments to the constitution? 4. What changes were made by the twelfth amendment in the mode of electing the president and vice president? 5. Enumerate the

powers expressly given to congress by the constitution. 6. Give the express constitutional restrictions upon the powers of congress. What are some of the implied restrictions? 7. What is meant by a bill of credit? What is meant by the right of eminent domain? 8. How many constitutions have existed in Ohio and when and where were they adopted? 9. Name the departments of your state government and the constituent parts of each as prescribed in the constitution. 10. How often and in what manner may a new, revised or amended, Constitution in Ohio, be submitted to the people for their adoption or rejection?

SCIENCE OF EDUCATION.

1. Give a clear statement of the inductive and deductive methods of reasoning. Who developed each system? Name a great discovery made by either method. 2. Give law of association of ideas—and illustrate by at least two good examples from your own teaching. 3. What constitutes good teaching? Is the maxim "Good teaching today will not be good teaching tomorrow," true? Explain. 4. It is claimed that all great college presidents were first great teachers. Why? 5. Should there be formal teaching of the Art of Study? Do you find that pupils generally know how to study? 6. Why should the teacher look after his own will, as well as the wills of his pupils? 7. Show that the teacher is a factor in the cultivation of active attention. 8. Discuss the subject of attention—touching such points as you deem important.

POLITICAL ECONOMY.

1. What is the proper field, or scope, of this science? Compare

it in value as a science with other sciences. Define Political Economy. 2. What are the requisites for the production of wealth? 3. Discuss (a) the Combination of labor; (b) Education as related to labor. 4. What is exchange value? Has air exchange value? Does a diamond satisfy any desire? Has a diamond value? Why? 5. "A dollar is a dollar and you can't make it anything else." Is this true doctrine? 6. What is meant by demand and supply? Discuss fully. 7. What is meant by a national debt? A war debt? 8. What is "a single tax?" What effect will the war in the far east have upon trade? 9. What is "world politics?" What are some of the "political reasons" for war in the east? 10. Name the great authors on this subject. What authors have you read?

GEOGRAPHY.

1. How has the geography of a country influenced its history? Give examples. 2. If Lake Superior were drained, what would be the appearance of her basin? What is the ratio of depth to length, in the case of the Great Lakes? 3. Give a general description of a prairie country. 4. What did cotton, rice and cane do for the South? In what year did cotton begin to take its place in Southern industry? 5. What has the Government done to facilitate the study of our domain? What was President Washington's urgent request in this matter? 6. Discuss the transporting power of water. 7. Why is it convenient to study Europe and Asia as geographically united? What name is then given the two countries thus united? 8. Compare Russia

with Japan (a) area; (b) population; (c) density of population; (d) size of army; (e) character of people. 9. Name and define the three great movements of oceanic waters. 10. What are neap tides? silt? dunes? bores? Where is the Cape Horn current? Is it hot or cold? Locate the Sargasso Sea. 11. Describe the date palm—giving its home, and something of its worth. 12. Is the United States a dominant power in the commercial world? Be specific in your answer. What lessons are we to glean from the Louisiana Purchase Exposition at St. Louis?

GEOLOGY.

1. Give the divisions of geology. 2. What is the form of continents? What is the law of mountains? 3. Tell how mountains were made. Which are the oldest? Which the youngest? 4. Give the grand divisions of Historical Geology. 5. Name the county in which you live and tell what geological formation abounds. 6. Give the history of the Silurian age. Why called Silurian? Locate it in order among the stratified rocks. 7. How do you account for its being the surface rock of Cincinnati? Speak of the life of the age. Speak of its distribution in the U. S. 8. Give the theories as to the origin of coal. Explain the difference between anthracite and bituminous. How was the difference brought about? 9. What part of North America appeared first permanently above sea level? How do we know? 10. How does the life of one grand division differ from another?

ASTRONOMY.

1. Define Siderial Day; Mean Solar Day and Civil Day. 2. Dis-

cuss equation of time. 3. How may *true north* be found without clock or telescope? Make drawing. 4. Discuss the movement of the tidal wave. What is meant by "dip of the Horizon"? 5. Name the leading instruments of a great modern observatory. Name and locate the great observatories of the U. S. 6. What is "Earth shine". How much later does the moon rise each day? What is Lunation? 7. Describe the moon's surface. Describe the Spectroheliograph. 8. Give by drawings and descriptions, the cause of a solar eclipse. 9. Name leading facts about the nearest and the farthest planet. 10. Give the strong features of the argument for universal Gravitation. 11. (a) The Nebulae. (b) Name 5 great ancient Astronomers and as many modern Astronomers of note.

TRIGONOMETRY.

1. Assuming that the angle subtended at the center of any circle by an arc equal to its radius is a constant angle, show that any angle may be expressed by the fraction $\frac{\text{radius}}{\text{arc}}$, the constant angle being taken as the unit. Find the length of the arc subtended by an angle of 60° in a circle whose radius is 3 feet. 2. The sine of a certain angle is $\frac{1}{2}$; find the other trigonometrical ratios of the angle. 3. Trace the change in sign and magnitude in the tangent of an angle, as the angle increases from 0 to 360° . 4. Prove the formulas: (1) $\sin(A-B) = \sin A \cos B - \cos A \sin B$. (2) $\cos 2A = \frac{1 - \tan^2 A}{1 + \tan^2 A}$. (3) $\frac{\sin 2A + \sin 4A}{\cos 2A + \cos 4A} = \tan 3A$. 5. Find by a geometrical construction, the cosine of 60° and of 45° , and

deduce the value of $\cos 3360^\circ$ and $\cos 2565^\circ$. 6. Express the cosine of half an angle in terms of the sine of the angle, and explain the double sign. Employ the formula to find the value of $\cos 75^\circ$, having given $\sin 150^\circ = \frac{1}{2}$. 7. If A, B, C be the angles of a triangle, and a, b, c the sides respectively opposite to them, show that $\cos \frac{1}{2}A = \sqrt{\frac{s(s-a)}{bc}}$ where s = one-half the sum of the sides.

GERMAN.

1. Translate into German: (a) You can have as much of it as you will; I have not wanted to reserve anything for myself. (b) Can you remember the title of the book which we read (*perfect*) together on our journey? (c) God bless our land and our people! (d) We did not believe that the illness was so bad, and that he so much needed our help. 2. (a) Principal parts of *herbergen, entschuldigen, unterschreiben, schliessen*. (b) Conjugate future passive indicative of *verlieren*; perfect, subjunctive of *kommen*; present indicative of *tragen*. (c) In what three ways may the passive voice be translated into German? Illustrate by examples. When is the inverted order of the sentence used? The transposed order? Give examples. 3. Translate into English: Egmont (*allein*). Alter Freund! immer getreuer Schlaf, siehst du mich auch, wie die übrigen Freunde? Wie willig senkstest du dich auf mein freies Haupt herunter, und kühltest, wie ein schöner Myrtenkranz der Liebe, meine Schläfe! Mitten unter Waffen, auf der Woge des Lebens, ruht' ich leicht athmend, wie ein aufquellender Knabe, in deinen Armen. Wenn Stürme durch Zweige und

Blätter saus'ten, Ast und Wipfel sich knirrend bewegten, blieb innerst doch der Kern des Herzens ungeregt. Was schüttelt dich nun! Was erschüttert den festen treuen Sinn? Ich fühl's, es ist der Klang der Mordaxt, die an meiner Wurzel nascht. Noch steh' ich aufrecht, und ein innerer Schauer durchfährt mich. Ja, sie überwindet, die verrätherische Gewalt; sie untergräbt den festen, hohen Stamm, und eh' die Rinde dorrt, stürzt krachend und zerschmetternd deine Krone. 4. Translate: Der Schatten nahm auf meine Bewegung vor mir die Flucht, und ich musste auf den leichten Flüchtling eine angestrengte Jagd beginnen, zu der mich allein der Gedanke, mich aus der furchtbaren Lage, in der ich war, zu retten, mit hinreichenden Kräften ausrüsten konnte. Er floh einem freihlich noch entfernten Walde zu, in dessen Schatten ich ihn nothwendig hätte verlieren müssen — ich sah's, ein Schreck durchzuckte mir das Herz, fachte meine Begierde an, beflügelte meinen Lauf — ich gewann sichtbarlich auf den Schatten, ich kam ihm nach und nach näher, ich musste ihn erreichen. Nun hielt er plötzlich an und kehrte sich nach mir um. Wie der Löwe auf seine Beute, so schoss ich mit einem gewaltigen Sprunge hinzu, um ihn in Besitz zu nehmen — und traf unerwartet und hart auf körperlichen Widerstand. Es wurden mir unsichtbar die unerhörtesten Rippenstöße ertheilt, die wohl je ein Mensch gefühlt hat.

ARITHMETIC.

1. I have three pitchers holding respectively $1\frac{1}{2}$, $2\frac{1}{4}$ and $3\frac{1}{2}$ pts. How many times can I fill each from the smallest keg that will hold

enough to fill each pitcher an exact number of times? 2. Bought 20 yards of cloth, $1\frac{1}{4}$ yd. wide, at \$2 per yd. The cloth shrunk 20% in length, and 25 % in width; at what price per yd. must I now sell the cloth so as to gain 20%? 3. Bought 6% railroad stock at $109\frac{1}{2}$, brokerage $\frac{1}{2}\%$; what must the same stock bring six years later to pay me 8% interest? 4. A and B form a partnership. A contributes \$7,000, and is to have $\frac{2}{3}$ of the profits; B contributes \$3,000, and is to have $\frac{1}{3}$ of the profits; each partner is to receive or pay interest at 6% per annum for any excess or deficit in his share of capital. At the end of the first year the profits are \$1,800. Required worth of each share? 5. How many shares of stock at 40% must A buy, who has bought 120 shares at 74%, 150 shares at 68% and 130 shares at 54%, so that he may sell the whole at 60%, and gain 20%? 6. A laborer agreed to build a fence on the following conditions: for the first rod he was to have 6 cents, with an increase of 4 cents on each successive rod; the last rod came to 226 cents. How many rods did he build? 7. A wins 9 games of chess out of 15 when playing against B, and 16 out of 25 when playing against C; at that rate, how many games out of 118 should C win when playing against B? 8. B agreed to work 40 days at \$2 per day, and board; but he agreed to pay \$1 a day for board for each day that he was idle; how many days was he idle, if he received \$44 for his work during the 40 days?

ALGEBRA.

1. Divide $X^{n+1} + X^n Y - X Y^n - Y^{n+1}$ by $X^n - Y^n$. 2. Factor: (1) $125 - 8a^3b^3$. (2) $2xy + b^2 - x^2 -$

$2ab - y^2 + a^2$. 3. Find H. C. D. of $2a^3 - 3a^2 - 5a + 6$, $2a^3 + 3a^2 - 8a - 12$ and $2a^3 - a^2 - 12a - 9$. 4. Simplify

$$\frac{1}{1 + \frac{x^2}{a^2}} + \frac{1}{2} \left(\frac{1}{x-a} - \frac{1}{x+a} \right)$$

5. (1) $3u - z = 22 - x - 2y$ (2) $4x - y = 35 - 3z$. (3) $4u - 2y = 19 - 3x$. (4) $z = 39 - 2u - 4y$. Find u , z , x and y . 6. Find square root of $\frac{a^4}{9} - \frac{2a^3b}{3} + \frac{4a^2b^2}{3} - ab^3 + \frac{b^4}{3}$. 7. Fac-

tor $x^2 - xy - 2y^2 - 5x + y + 6$. 8. $x^2 + y^2 = 7 + xy$; $x^3 + y^3 = 6xy - 1$; find x and y . 9. A man rows down a stream, whose rate is $3\frac{1}{2}$ miles per hour, for a certain distance in 1 hour and 40 minutes. In returning, it takes him 6 hours and 30 minutes to arrive at a point 2 miles short of his starting place. Find the distance which he rowed down stream, and his rate of pulling. 10. A and B run a race of 300 yards. The first heat, A gives B a start of 40 yards, and beats him by 2 seconds; the second heat, A gives B a start of 16 seconds, and is beaten by 36 yards. How many yards can each run in a second?

GEOMETRY.

1. Demonstrate—The median to the hypotenuse of a right angle triangle is equal to one-half the hypotenuse. 2. Demonstrate—If the exterior angles of a triangle are bisected, the three exterior triangles formed on the sides of the original triangle are similar. 3. Demonstrate—The sum of the squares of the four sides of any quadrilateral is equal to the sum of the squares of the diagonals plus four times the square of the line joining the mid points of the diagonals. 4. If the alternate vertices of a regular hexagon are joined by drawing six

diagonals, prove that another regular hexagon is formed, and find the ratio of its area to that of the given hexagon. 5. In an isosceles trapezoid let a = the greater base, b = the other base, c = one of the legs; find the lengths of the diagonals. 6. Demonstrate—The polar triangle of a bi-rectangular triangle is bi-rectangular. 7. From a given line cut off a part that shall be a mean proportional between the remainder and another given line. 8. (a) Who was Euclid? (b) Name five other noted mathematicians. (c) State the Pythagorean Proposition. (d) Explain what is meant by the expression "to square the circle."

READING.

1. Write a quotation from your favorite author. Name the author and tell why he is your favorite author. 2. What are the advantages of the habit of reading aloud? 3. Do you teach spelling in connection with reading? Why? 4. How do you use supplementary reading? What kind? How much? 5. To what extent do you believe in reading in concert? Why? 6. What topics should receive attention in teaching a class in reading in the seventh grade? Describe your method briefly. 7. How much time should be given to reading each day in each of the eight grades? 8. How should the first lessons in reading be taught? How far should the teacher furnish the model?

THEORY AND PRACTICE.

1. What pedagogical principle is involved in the beginning of the teaching of arithmetic by counting? Name six characteristics of your ideal teacher. How do you deal

with dull pupils? 2. Name five points in the Ohio School Laws that every teacher should know. By what means do you know that your school is progressing satisfactorily? 3. Assign reasons for a child's hesitancy in reading. State results to be attained from language lessons. Why should thinking and doing be inseparably connected. 4. What right have our schools to exist as beneficiaries of the State? What tests do you apply in determining the character of your school work? Explain the thought that education is based on the nature of the being educated. 5. Distinguish between the perceptive and reflective powers of the mind, and state how they may be strengthened. What was Pestalozzi's theory? What are your ideas of the Socratic method?

PHYSIOLOGY.

1. State the sources of the veins, arteries, lacteals and lymphatics. Define the following terms: Caffeine, papilla, narcotic, dentine, tendon, portal, theine, ptyalin and tetanus. 2. What particularly human feature does a skeleton present? How many bones compose the cranium? How is it articulated to the spinal column? Name the movable bones of the head. 3. State the principal points of difference between the cerebro-spinal and sympathetic nerves. What is the mechanical structure of a muscle? Define Osteology. 4. Discuss the cell with regard to shape, size, contents and functions. Name the functions. Name the chief organic constituents of the body. Name the chief glands of the body. 5. When will paralysis produce death? Define hypermetropia, presbyopia, astigmatism, and state their remedies. What is the essential or

special organ of the voice? How modified to produce the various articulate sounds?

ENGLISH LITERATURE.

1. What is Chaucer's greatest work? From what work was the idea probably borrowed? Who is called "The Father of the Modern Novel"? Name two of his best works. 2. Who is called "The Father of English Poetry"? Who is said to be the first to use the "King's English"? What are the two forms of literature? Name eight kinds of poetry and give an example of each kind. 3. What is meant by Old English and Middle English? When did each begin and end? When did Modern English begin? Name some writers in each epoch. 4. What may be said of the age of Chaucer? Who were some of his contemporaries? Who is called the Morning Star of the Reformation? 5. Of whom was it said: "There is but one wit in England"? Who wrote Utopia and what does it describe? What do you know of Roger Ascham? 6. Who made Kelcolman Castle famous? Who is the hero of "The Fairy Queen"? Name the author of Fairy Queen, Utopia, Essays of Elia, The Ancient Mariner, and The Good Natured Man. 7. Who wrote Aurora Leigh? Eve of St. Agnes? Locksley Hall? The Christmas Carol? Hypatia? Life of Nelson? Marmion? Gulliver's Travels? The Essay on Criticism? Oliver Twist? The Biglow Papers? Bitter Sweet? 8. Make a comparison between the poetry of Whittier and Longfellow: 9. Name the department of Literature in which the following excel: Mark Twain, Thoreau, Lucy Larcom, J. R. Lowell, James Madison, Burroughs, Motley, Prescott, Louisa

Alcott, Emmerson, Hawthorne. 10. Who wrote America? Home Sweet Home? Star Spangled Banner? Hail Columbia? The Man Without a Country?

ENGLISH GRAMMAR.

1. What is language? Which existed first, spoken or written language? Explain. 2. Give the origin of the English Language. When did it reach England? In what part of England did it first settle? 3. Show how a language grows. What is meant by a Grammar of letters? Grammar of words? Grammar of sentences? 4. Why were the words case and declension used in English Grammar? Why are there but three cases? Define case. 5. When are *as* and *but* relative pronouns. What disposition do you make of what in the following sentences: Tell me what you want. He is what he wishes to be. 6. Show why accidents is a better term than properties. Which comes first in the order of thought and the growth of language, syntax or etymology? 7. Name all the devices used to show relation. What is the difference between relation and inflection? 8. Give the etymology of a noun. Give all the possible syntax of a noun.. All things are *yours*; and ye are *Christ's*; and Christ is God. Parse italicised words. 9. Name the two relations an adjective sustains to a sentence. Give an example of each. Parse italicised words. Let us no more contend nor blame *each other*. Now is this golden crown like a deep well that owes two buckets, filling *one another*. 10. Write an example of the gerund which has the government of a noun and the function of a verb. Use the word write and give

all the forms of the Gerund it has in the conjugation.

PSYCHOLOGY.

1. What works on the subject of Psychology have you studied or read? State the processes involved in the acquisition of knowledge. Define sense-perception, percept, concept and intuition. Explain the psychological value of an object lesson. 2. Define conscience and judgment and tell how they are related. State some of the laws of memory and some of the expedients for its cultivation. State the relation and value of psychological knowledge to the science and art of teaching. 3. In what does the study of psychology differ from the study of other sciences? What is the order of the development of the senses, and in what does original differ from acquired perception? To which of the faculties is imagination most nearly related? 4. Why is it important to gain knowledge through logical methods? What consequences are likely to follow a failure so to do? Upon what does a methodical development of the intellect depend? Discuss the grounds and ends of early discipline. 5. Distinguish between reproductive and constructive imagination. Between abstraction and conception. Between the egotistic and the social feelings. What is the art of mnemonics? What is the educational value of mnemonics? What are the higher sentiments?

PHYSICS.

1. Give ten general formulae for falling bodies. Define center of gravity. What is the relation of gravity and mass? What is the relation of gravity and distance? II-

illustrate in each case. 2. Name and describe some of the instruments whose action depends on the properties of the air. If atmospheric pressure sustains a column of mercury thirty inches high, how high will it sustain a column of alcohol, specific gravity .79? 3. Define momentum, velocity, energy and molecule. A body is projected horizontally with a velocity of thirty-five feet per second, at what point will it begin to fall? With what velocity start that it may ascend three seconds? 4. How find the weight of a given bulk of any substance? How find the volume of a body? Give an example to illustrate your answer in each case. Define molecular force and capillary attraction. 5. How many beats are produced in a second by two notes whose rates of vibration are respectively 291 and 388? Determine the pitch of a note when the number of holes in the siren disk is 36, and the number of revolutions 84 in one-sixth of a minute.

RHETORIC.

1. Name the common figures of speech and define two of them. 2. Illustrate in two or three sentences the advantage of figurative language over literal, matter-of-fact language. 3. How does the present method of rhetoric differ from that formerly in use? Illustrate. 4. Define and illustrate the four forms of prose: Narration, Description, Exposition and Argument. 5. Define poetry and lyric

poetry. Name the forms of lyric poetry. 6. Define versification, rhythm, and meter. Indicate the measure, and mark the scansion of four kinds of poetical feet. 7. By the use of the topic, The Fourth of July, show how the paragraph is developed. 8. Define style and state how a good style may be acquired. Give the rhetorical classification of sentences and tell when each kind of sentence is used. 9. Give directions for preparation for writing an essay. 10. Distinguish between wit and humor. State some of the dangers and advantages of wit.

ORTHOGRAPHY.

1. Write ten derivative words and show the derivation of each. 2. Spell and mark accent: curten, financeer, baccalareat, deficit, bombazeen, alkemy, placid, bronchetis, irassible, rarify, rhynoceros, resitativ, cinamon, consiliate, homogenius. 3. Write words to illustrate the different sounds of *i* and *u*, using the diacritical mark for each. 4. State and illustrate three general rules for spelling. 5. What is "reformed spelling"? State three principles or rules of "reformed spelling". 6. Write the English words for which the following stand: l. c., N. B., M. C., i. e., A. D. C., q. e. d., N. C., V. P., Non seq., e. g. 7. What are the sources of the English vocabulary? What is the proportion from each source? 8. Define syllable, etymology, prefix, spelling, and orthoepy.

NORTHERN ITALY AND SWITZERLAND.

The trip from Rome to Pisa, 208 miles, occupied 6 hours and 20 minutes by the fastest express train, and presented many pleasant views of the Mediterranean along whose shores the road runs much of the way. A short computation will show that the Italian express is not the equal of the American in speed. Neither does it equal it in comfort, while the low rates of travel which some persons would have us believe in existence quickly vanish in the presence of the actual conditions which present themselves in paying for a ticket. Second class fare—all who are as happy with seats, of equal comfort, whose upholstering of a mixed color is much more modest and pleasing to the eye than the red which adorns the so-called first class compartments, travel second class—from Rome to Pisa is \$6.00, which amount together with the baggage rate paid on an ordinary steamer trunk would cover all the expenses of a trip of equal length in the United States including a seat in a Pullman car.

Pisa is, indeed, a city of great antiquity, having been one of the twelve towns of Etruria, and since it contains, perhaps, the finest group of buildings in the world, is well worth a visit. Upon our arrival we soon found our way over

the beautiful marble bridge which spans the Arno to the place which is the center of attraction and interest for all tourists, and as our eyes rested upon the great white marble structures there was no disappointment.

On a platform of marble slabs, five steps above the level, stands the great Cathedral built as a thank-offering for the naval victory of the Pisans over the Saracens in the eleventh century. Suspended from the nave the lamp which inspired Galileo with his theory of the pendulum still swings, unconscious of what it has suggested to the world of science. To the north of the Cathedral is the Campo Santo whose dead sleep on undisturbed even by the weird scenes portrayed upon its walls. Opposite the west front is the beautiful Baptistry with its wonderful echo whose answering notes resound with a volume and harmony unequalled by the tones of any organ, while to the southeast the great Tower still leans unmindful of all the conjectures relative to the cause of its obliquity, ever ready to present a view of rare beauty to all who will climb the winding steps, 295 in number, which lead to its summit.

A visit to the University of Pisa, founded in the twelfth century, and still considered the seat of Tus-

can education, was full of interest. There are three colleges, sixty professors, and nearly 1,000 students whose movements in the halls and about the small court — there is no campus — plainly indicated that all their vitality is not exhausted by hard study. Like Ohio students they seemed to have on hand a large surplus of energy to be used at any time and place in giving vent to college yells always indicative of the true college spirit.

While the glory of Florence is in her famous galleries, the interest of the tourist is by no means confined to the art which they contain. Her early history seems to have been one continuous struggle out of which came a large number of most illustrious characters such as Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Leonardo da Vinci, Galileo, Michael Angelo and Amerigo Vespucci. One can easily think of Florence as the "Ohio" of Italy in her production of great men.

We had the privilege of visiting the house where Dante was born and, after sitting in the chair in which he wrote, find it easy to understand some of the visions which came to the great poet. All the chairs of Italy seem to be descendants of his and each one is capable of suggesting to its occupant thoughts of an "Inferno" which try to find expression in language not suitable to record in permanent form.

Of course the chief monument of the city is its great Cathedral whose walls are of brick encrusted in black and white marble and whose cupola, the first double one raised in Europe, is wider even than that of St. Peter's. Our guidebook suggests that the interior is somewhat disappointing because it seems cold and bare in comparison with other Italian churches, but to one visitor at least the absence of so much gorgeous decoration furnished a most pleasing change and led to the thought that perhaps in this place worship might go upward beyond decorated ceilings and dome to the throne of the Deity to whom churches are dedicated.

If the interior be lacking in its art, it is certainly rich in its memories of the great deeds of which its stately walls have been silent witnesses. Here in 1439 assembled the Great Council to promote the reunion of the Greek and Latin Churches and here Savonarola, "the Samuel of the Florentine theocracy swayed all Florence from the pulpit." To stand in this cathedral where this brave soul so earnestly preached purity of life and freedom of worship and in the Piazza della Signoria, the historic and business center of Florence, where, in 1498, he was hanged and then burned, is enough to inspire any one with reverence for the heroes who have died that we might worship God after the dictates of

our own conscience, as well as with a keener appreciation of what religious liberty means to the individual.

In the Protestant Cemetery are the graves of Mrs. Browning, on whose modest monument are simply the letters, E. B. B., and Theodore Parker, the eminent preacher of Boston.

May 27th was a hot day in "Sunny Italy," and one-third of it, from 11:00 A. M. to 7:00 P. M., or from 11:00 to 19:00, as Italian railroad time expresses it, was spent on the train, a good part of the journey being literally *through* the kingdom, as the road crossing the Appenines from the valley of the Arno to the plains of Lombardy passes through forty-five tunnels, two of which are more than a mile long.

The discomfort of the long journey only served, as is so common in life, to prepare for a keener appreciation of the pleasure to follow. As the hour of its termination approached our eyes were delighted with the first view, two miles away at the end of the long bridge on which the train enters, of Venice thus described by Rogers in his *Italy*:

There is a glorious city in the sea;
The sea is in the broad, the narrow
streets,
Ebbing and flowing; and the salt
sea-weed
Clings to the marble of her palaces.
No track of man, no footsteps to
and fro,

Lead to her gates. The path lies
o'er the sea,
Invisible; and from the land we
went,
As to a floating city — steering in;
And gliding up her streets as in a
dream.

"As in a dream" well expresses our feelings while in Venice from the time of our first ride along her liquid streets, with the sun sinking in the west but beautifully reflected in the rising moon, all through the days and nights we lingered there, till the bright morning we regretfully took our departure casting many lingering glances backward to the most unique and beautiful city in the world.

The Square of St. Mark is the great center of the life of Venice and in common with all tourists we visited it early and often. The singular church upon this square erected in honor of St. Mark and said to be the depository of his bones, brought among other treasures from the East, was used, previous to 1807, as a chapel for the Doges, but since that date, as the Cathedral Church of Venice. It is a most impressive structure with an architecture "true to no style, no order, nor even to one country."

The four bronze horses, which stand outside the porticoes, show no signs of age or fatigue notwithstanding the fact that they are said to have pulled the Chariot of the Sun, with Nero for a driver, and to have served in a similar capacity

for Trajan. Constantine drove them to his new capital, from which they were brought back in 1204 by the Doge Dandolo. Napoleon exhibited them in Paris, but in 1814 they were claimed by Austria and restored to Venice by the Emperor Francis.

The beautiful mosaics, with their ground of gold, cover an area of more than an acre and give to this justly renowned edifice an appearance of inconceivable and indescribable splendor.

"The great work of Venice," however, to quote the words of Ruskin, is the Palace of the Doges, now containing much of the best art of the city. Not being able to pronounce the word, art, in a thoroughly up-to-date manner, no attempt will be made to describe the contents of the galleries, but if the ears of the proper authorities could be borrowed for a moment, the suggestion would be made that the visitor's enjoyment would be greatly enhanced by permitting the pictures and sculpture to remain in the places, in which they are described as being located, at least two or three days at a time. The constant change and re-arrangement going on in the galleries and museums of Italy remind one of the policy of some school superintendents who are so anxious to appear progressive that they remodel their courses of study and directions to teachers each morning before breakfast.

The Bridge of Sighs connects the Palace of the Doges with the prison where persons were confined while awaiting trial. Howells refers to this bridge as "that pathetic swindle," but since it was at least possible for each prisoner to be found guilty and at least to become an occupant of one of the awful cells of the prison below the Palace, the name seems not inappropriate. In describing this latter prison, Dickens says:

I descended from the cheerful day into two ranges, one below another, of dismal, awful, horrible stone cells. They were quite dark. Each had a loophole in its massive wall, where, in the old time, every day a torch was placed to light the prisoners within for half an hour. The captives, by the glimmering of these brief rays, had cut and scratched inscriptions in the blackened vaults. I saw them; for their labor with the rusty nail's point had outlived their agony and them for many generations.

One cell I saw in which no man remained for more than four- and- twenty hours, being marked for dead before he entered it. Hard by another, and a dismal one, whereto at midnight the Confessor came — brown-robed and hooded — ghastly in the day and free bright air, but in the midnight of that murky prison, Hope's extinguisher and Murder's herald. I had my foot upon this spot where, at the same dread hour, the shriven prisoner was strangled; and struck my hand upon the guilty door — low-browed and stealthy — through which the lumpish sack was carried out into a boat, and rowed away and

drowned where it was death to cast a net.

The Rialto Bridge, built in the sixteenth century and the only one spanning the Grand Canal until 1854, since which date two others have been constructed, is, of itself, an object of interest but when one recalls the words of Shakespeare when he makes Shylock say,

Signor Antonio, many a time and oft

In the Rialto you have rated me
About my monies —,

and realizes that reference is made to the little square, in front of the oldest church (said to have been built in the sixth century and now closed as unsafe) in Venice, located near this bridge, the desire to visit it "many a time and oft" becomes too strong to resist.

The month of May was bidden farewell and its successor was welcomed by plunges in the Adriatic at the most celebrated sea-bathing resort in Italy located on the seaward side of the Lido, the island of sand which keeps the waters of the ocean from overflowing the city.

As our train pulled out of the station at Venice for Milan and we realized that it was headed westward our thoughts were not alone of the beauties of the vanishing city nor of the days of pleasure yet to be spent amidst the scenery of lofty mountains — days so full of promise of restoration to health, but mingled with these was the

thought of home and friends we hope again to see in the October days.

Our stay in Milan, though brief, was long enough to enable us to view with keen appreciation the truly magnificent cathedral, built of white marble in the form of a Latin cross, 490 feet long and 298 feet wide, with a dome 220 feet high and a tower whose summit reaches 360 feet.

From Milan we started on a trip northward through the Italian lake region via Como, Bellagio, Lugano, where we spent our first night in Switzerland at the Hotel *Washington*, and Locarno where we remained over Sunday. This quiet little town of 4,000 people, situated on the beautiful Lake Maggiore has belonged to Switzerland since 1513, but is Italian in its population and architecture. The quiet of the Sabbath afternoon was somewhat disturbed by the passing of a long procession headed by several hundred children on the march to a near-by park where the Italian citizens were holding a celebration of some sort, the addresses being of a patriotic nature. The appearance of the crowd, the presence of so many boys and girls, and the surroundings in general, with the exception of a very large number of kegs with liquid contents, were suggestive of a "Boxwell Commencement."

At this point looking back over three weeks of most delightful

travel in Switzerland — "Little Switzerland," she is usually called — but *little* only in extent of territory, for in her history, achievements, and free government, she is to my mind the *greatest* country in Europe, I hesitate, not knowing what to attempt to relate out of all the many things of interest which have been seen and heard and felt as the days have gone by. Perhaps the best that can be done is to record in the briefest possible manner the doings of each day.

June 6. Traveled over the celebrated St. Gotthard railway, with its great tunnel over nine miles long, to Arth-Goldau, where we ascended the Rigi (by rail) which commands one of the finest views in all Europe. Descended (same method) on the opposite side of the mountain to Vitznau where we took steamer on the beautiful (this adjective truthfully applies to all the lakes of Switzerland) lake of Lucerne, a fine storm being furnished without extra cost, to the equally beautiful city of Lucerne, which we made our headquarters for a few days visiting, between times, the celebrated *Lion of Lucerne*, hewn out of the natural rock, in honor of the Swiss guards who fell in defending the Tuilleries in 1792, the quaint old bridges, and other objects of interest.

June 7-8. Trip to Neuhausen and Schaffhausen to see the Falls of the Rhine, in volume, the grandest in Central Europe, and to Zu-

rich, the birthplace of Pestalozzi, the largest and most important town in Switzerland, noted for its schools and manufactures. Had a glimpse into the boys' school, in front of which stands the statue of Pestalozzi, and a delightful visit of an hour to the Pestalozzianum containing the cradle in which the great educational reformer was rocked, many of his letters and manuscripts, copies of his books, and various pictures representative of him at different ages, and engaged in teaching the children. In the same building is found a well arranged and very instructive and suggestive Swiss educational exhibit. Almost by accident we found the house in which Pestalozzi was born and while the great educational prophet is not entirely without honor in his own country, we were impressed with the feeling that his home city fails fully to realize the greatness of his service to humanity.

June 9. Final look at the many interesting places in Lucerne before leaving on afternoon train for Thun, where we spent the night.

June 10. Train to Interlaken where we hoped to catch a glimpse of the Jungfrau but her "coming-out party" (for us) was postponed on account of rain and we returned by boat to Thun where we took train *via* Bern to Geneva.

June 11-14. Geneva. Saturday forenoon was spent in strolling about along the beautiful quay,

hoping to see Mont Blanc and his associates, but the weather again vetoed the realization of our desires. Called on the American Consul who received us most kindly and graciously permitted us to look through a voluminous correspondence with the department of state at Berne relative to the momentous question of permitting an American army officer to wear his uniform during the ceremony of his wedding, in the church, to an American woman, the permission, it is a great pleasure to record, being granted, but on the condition that the said permission be carried in his pocket ready to be shown at any moment any one might question the right so to attire himself. How fortunate it is that such great international questions can now be settled without an appeal to arms!

The Consul also furnished us with a letter of introduction to the chief educational authority of Geneva—the first link in the long chain of formalities connecting with a visit to the public schools of the city the following Monday.

The afternoon furnished another opportunity to look about the city and to call at the Educational Department in the Hotel de Ville (City Hall), a clumsy old building in the Florentine style, with an inclined plane constructed in the sixteenth century for a stairway, up which the councillors used to be carried on asses, but up which, to quote the language of a wag, the

asses, themselves, now walk. We walked and after much tribulation in different languages finally secured the much coveted permit to visit, at any time during the following week, one of the best elementary schools in Geneva.

Sunday. More rain and less view. Had hoped to attend Presbyterian services, announced in our guide, as being held in the Gothic Chapel of the Maccabees, adjacent to the Romanesque Cathedral, but found that it had been "foreordained" that the services were not to begin until later in the season, and had to be content with a visit to the house where John Calvin lived after he came to Geneva, a refugee from France. Later on a visit to the Calvinium, containing many memorials of Calvin and other leaders of the Reformation, proved interesting and instructive.

Monday. Visited an excellent school located in a beautiful and costly building. Seemingly nothing lacking in the splendid equipment, which included baths, gymnasium, etc., except blackboards so indispensable to an American school. Found teachers and pupils busily engaged with the closing examinations of the year, but through the kindness of one of the teachers, a bright young woman whose three months' stay in an English boarding school had prepared her to speak English quite well, an opportunity was furnished to see and hear much of interest and value of

the regular work of the school which was indicative of thoroughness in every way. For nearly an hour we enjoyed the gymnastic drill of a school of forty or more boys, conducted in the well-equipped gymnasium, with its floor of cork, by their regular teacher, a man whose every movement indicated that he thoroughly understood both his business and also the boys — a mischievous lot — under his direction. The exercises through which they were taken — the regular drills which form a part of their physical training, were of such a character as to require as well as to develop muscle, and seemed to be of much more value than many of the showy exercises which are too common in some American schools under the reign of the special teacher of physical culture. All through the schools both pupils and teachers were alert and left the impression upon their visitors that earnest work was being done with the full understanding that later on in life success would depend very largely upon the preparation that was made for it while in school. The discipline appeared to be of that best type which secures good order and prompt obedience without undue solemnity. In fact it was gratifying to note the readiness with which the pupils embraced any opportunity to have a good laugh, one chance being furnished by one of their own number, apparently a

favorite with them, who, being too fat to leap over the pole in one of the gymnastic exercises, crawled under in a most amusing manner, and another furnished by an American visitor who, in starting around the room to inspect the seat work of a school, unwittingly began his investigation with the one boy in the class whose efforts to obtain an education were not of a type to create uneasiness in the minds of any of his friends that he would overwork. That the investigation should begin with this lazy fellow seemed a good joke to his classmates and they were as much amused at the incident as all, who know anything of actual conditions in American schools, are amused at some of the ridiculous criticisms of the editor-of-the-*Ladies'-Home-Journal* type.

The citizens of Geneva in common with all the people of Switzerland take great interest in education and are justly proud of their excellent schools. In addition to the public schools, with compulsory education in practice as well as in theory, there are many universities and technical schools which afford superior advantages for higher education and training. One of these universities is located at Geneva and while its buildings were not erected until 1868-72, the faculty already includes seventy professors and the enrollment of students has reached over five hundred. The library, founded in the

sixteenth century, contains 130,000 volumes and the natural history museum is filled with many valuable collections of shells, fossils, rock-crystals, etc.

Even a brief visit to the Swiss Republic, small only in its territory of but 15,965 square miles, must convince any one of the greatness of her people and to an American the conclusion, both natural and true, is easily drawn that the real source of her greatness is found in the education of all the people in the public schools where rich and poor sit side by side and learn the lessons which fit them for a common citizenship. "There is an utter absence," to quote from a statement made by one who is in a position to know, "of that snob-bishness, so prevalent elsewhere, which leads parents to say that they cannot send their children to the common schools because of the bad habits they would be likely to contract."

To one who has always held to the view that Ohio's schools on the whole are the better for their lack of the exercise of arbitrary authority on the part of the state, thus permitting each community to work out to a large extent its own educational destiny, the practice in Switzerland, productive of such excellent results, of placing under the Federal Government, the general control of educational affairs, thus insuring educational opportunities to all, but at the same time of

permitting each canton to execute the law as it deems best and to pursue its own methods of public instruction, is most convincing evidence that lack of system results in a "diversity which favors strength rather than weakness."

By means of such a system, or lack of system, Switzerland has been enabled to carry out her policy of education for all in a very satisfactory manner and to meet the local needs and difficulties of the various cantons, some Catholic, others Protestant, and still others a mixture of the two, with practically no friction and with reasonable success. As a result of this freedom, so in accord with the spirit which everywhere prevails of allowing to the cantons the regulation and development of their own affairs, it is not surprising to find that educational requirements and opportunities vary in different cantons. For instance while the Federal law fixes twelve as the limit of *primary* school age, in some cantons it is raised to fourteen, fifteen, or even sixteen years. The subjects taught also vary considerably and the character of the religious instruction still more, the teaching of the catechism being obligatory for all Catholic children in such cantons as Schwyz, while in cantons of which Geneva is a type instruction of a religious nature is given in the broadest spirit and most liberal form.

Whatever opinion may be held

regarding the laws pertaining to the schools of the little Republic, there can be no doubt of the fact that her people are thoroughly imbued with the need of education and at least one Englishman has characterized them as "educational cranks," while a Frenchman, with a much truer insight and in a much more commendable spirit, has referred to them in the following language: "The Swiss, almost alone amongst nations, have the pedagogic instinct" — a peculiarity which one writer on Swiss history suggests may be due to the fact that Rousseau, Pestalozzi, and other noted sons of Switzerland, as well as their disciples, have devoted their time and attention to education — a suggestion which any student of educational history will welcome as just and true.

On Tuesday, the forenoon was spent in taking a last look at Geneva before leaving for our afternoon journey by rail along the coast of the beautiful lake and up the Rhone valley via Martigny and Visp to Brig, the present terminus of the railway, soon to be continued through the great Simplon Tunnel, begun in 1898, at both the Swiss and Italian ends, and to be finished the present year. When completed it will consist of two parallel tunnels over twelve miles long, connected at distances of 220 yards by cross-shafts, the estimated cost being nearly \$14,000,000. Here we had a fine view of the Wasen-

horn and a peep at the turreted Stockalper Chateau, the largest private residence in Switzerland, built in the seventeenth century by Kaspar Stockalper who dominated the trade over the Simplon with a guard of seventy men.

June 15. Returned by rail to Territet to see the Castle of Chillon of Byronic renown and the Italian boot-black of international fame — a queer little being who is many in one, if we are to interpret literally the statement that a man is as many times a man as the languages he can speak; for this celebrated linguist can converse in at least half a dozen tongues. On one end of the box used for the feet of his customers is the coat of arms of Switzerland, on the other the names of languages or dialects which he can speak — "Suisse, Francaise, Ticinese, Italian, Anglaise" — while in front in plain view is the inscription: "ENGLISH SPOKEN, AMERICAN UNDERSTOOD here."

After lunch, by boat to Lausanne — a beautiful ride, on a beautiful lake, to a beautiful city, noted for the excellence of its schools, with the handsome new University building nearing completion, where we remained long enough to drive to the most interesting points including the Cathedral, now Protestant, a massive Gothic edifice built in the thirteenth century.

A short ride by rail to Yverdon which we reached in time to enable

us to visit the Chateau, built in 1135, and the seat of Pestalozzi's famous school in 1820-25. In front of this building, which is still occupied in large part by the town schools, rises the monument to Pestalozzi. Teachers can imagine something of the pleasure and interest which came with an inspection of the rooms in which Pestalozzi and his wife taught, the only objectionable feature of which resulted from the bad air, which had evidently been re-breathed many times during the day by the pupils, and which was suggestive of the great improvement in school architecture and in provisions for the comfort and health of the children since the days when the great educational reformer lived and worked. Could he visit Yverdon to-day and contrast the old Chateau with the costly modern school building, with all its comforts and conveniences including a large play-ground, located in another part of the town, his heart would certainly rejoice that such marvelous changes for the better could have occurred in less than a century.

June 16. A morning walk to the cemetery near Yverdon, in a corner of which near the iron gate entrance with a small tablet on the enclosing wall to mark the spot, is the somewhat obscure grave of Madame Pestalozzi. Train to Neuchatel where a delightful drive on a perfect day left many pleasant recollections of the beauties of the

town and of our first good view of the mountains. Then on to Bern, the capital of the Republic, where a hasty visit to different points of interest, including the celebrated "Bear Den," the home of fine specimens of the animal which is the emblem both of this Canton and of the entire Confederation, made us anxious to return later on for a longer stay. In the evening back to Interlaken for a good look at the Jungfrau dressed in her gown of white appropriate to the commencement season in general and to herself in particular as the leader of her class, all distinguished for high attainments in the mountain world.

June 17. By way of the mountain railroad to Grindelwald and return. Tramp to the upper glacier near the foot of which we lunched. Glacier somewhat disappointing in appearance due perhaps to the fact that too much was expected from an inferior example. The excess of heat on the tramp, however, more than equalled the deficiency in the appearance of the sea of ice which the imagination had pictured and we were glad to return in the evening to the valley below.

June 18 and 19. Saturday morning brought more rain, which seems to be one of the chief industries in Switzerland, and with it came gratitude that we had been blessed with even a few days of clear skies. Sunday morning dawned clear and cool and the day

was spent in accordance with the scriptural injunction, so far as rest is concerned and it is hoped not entirely devoid of that worship which is acceptable because it is offered in spirit and in truth.

June 20. A pleasant day in the Capital City. Looked through the Capitol building and down upon the chambers where the laws of the Republic are made — in part —, for Switzerland has both the *Initiative* and the *Referendum*, and the people have a vast deal to do and say both in suggesting and finally determining the law of the land. Called at the office of the Secretary of Education for the Republic, but being officially engaged for the day in a meeting with the Federal Council, he was not "at home" to callers, a condition which we regretted more than women are sometimes said to regret a similar state of affairs when they depart from places down on their "calling list." Evening train for Basel which for a few days was to be "the central point from which we were to measure every distance into the open gateways of the world around."

June 21-24. Resting at a pleasant Pension, near Basel with a trip each day to the fine old city of over 100,000 inhabitants, the capital of the half-Canton Basel-Stadt, probably founded by the Roman armies, with its University dating back to 1460, and its fine monuments and interesting museums. One rare

day, June 22, was occupied with a railroad journey to Brugg from which a drive was made to Birr, where Pestalozzi lies buried beneath the monument, which forms one end of a little school-building, erected to his memory, at the foot of which still lay a beautiful wreath of flowers recently placed there by a Teachers' Conference. From Birr we visited the near-by manor of Neuhof where the great Swiss teacher so long lived and worked and were shown about the grounds where he so often rambled with the children. The woman in charge, who talks a little English, informed us that the owner wanted "to give" the place away but before an acceptance could be offered she added the condition of 160,000 francs — \$32,000 — which the limit of our "circular letter of credit" would not permit us to meet. It is sincerely hoped that some Carnegie may arise who will purchase this manor, even if some church has to go without a free organ, and present it to some educational society whose members will preserve it as a center of educational interest and inspiration.

And here at Basel, overlooking the Rhine down which we are soon to float on the way to Holland, we are to say good-bye to Switzerland with its lofty mountains and beautiful valleys, its placid lakes and restless rivers, its fertile farms and wealthy cities, its free schools and self-governing people — Switzer-

land considered as the "playground of Europe" by some tourists, but revered as sacred soil by the busy people to whom it is home and native land.

O. T. CORSON.

P. S. A word in fulfillment of the promise made in the April MONTHLY, too late, it is true, to benefit the commencement orator of 1904, but filed for the future consideration of those who are to follow. -

After the experiences of the past months, I am sure that "Over the Alps Lies Italy," and boys in black and girls in white may continue to discuss this poetic theme at that season of the year when roses

bloom and they so tearfully say farewell to teachers dear. It is also reasonably well established as a fact that "Night Brings out the Stars" and that "There is no Excellence without great Labor." The truth or falsity of "There is plenty of Room at the Top" depends, however, upon what elevation is referred to. Space is abundant at the top — "The gallery of the gods" — in the ruins of the Colosseum, while at the top of the dome of St. Peter's only sixteen are admitted at a time, the crowd below waiting, patiently or impatiently according to temperament, for a vacancy which will permit further upward movement.

N. E. A. MEETING AT THE WORLD'S FAIR.

BY EDWARD M. VAN CLEVE.

When early in June the mandate came from the *passim* Editor of the MONTHLY to write up the meeting of the National Educational Association with the promise that thereby a place among the elect would be attained, I virtuously resolved to attend all the sessions that the report might be at least veracious. But having attended the opening meeting, I was warned by the chief of education in the state that to maintain a place among the elect one must not trespass beyond the

allowed limit of three sessions, and I was thus found between the devil and the deep sea — the former calling for "copy," the latter offering a sort of oblivion. To confess how many sessions were actually attended means a risk one way or the other, therefore, not to be assumed by the present writer.

At the close of the business session on the third day of the meeting Secretary Shepard announced that 575 active members were present, more than twice as many as

had before attended the annual business meeting of the active members. This did not indicate that the general attendance was large; no estimate of the attendance can have any very reliable basis, for the usual method of counting by railroad certificates was eliminated and mere guesses will vary according to the prejudice of the estimator. The sapient headliner of the St. Louis "Globe-Democrat" announced the arrival of 30,000 educators on Tuesday morning to be increased to 50,000 before night. The most largely attended session was that at which Principal Booker T. Washington spoke. The lower floor of Festival Hall and a portion of the first balcony were filled, the audience numbering about 3,000. During the sessions, however, many N. E. A. badges could be seen in the various quarters of the fair grounds, so even 3,000 will hardly reach the number of educational folk actually at St. Louis from outside the city at the time of the meeting.

Never again will the N. E. A. go to a World's Fair city, I think. The educational display is really valuable, the general sessions were reasonably interesting, but the people who went to St. Louis were there primarily to see the Fair — and they saw it as soon as they could, got thoroughly tired out much sooner than they expected, spent their cash superlatively fast, and departed. But the coming of

the N. E. A., probably the largest convention scheduled to meet at the World's Fair, made hardly a ripple in the sea of attendants and the usually important event dwindled into insignificance. Thus in two or three ways the N. E. A. was gobbled up, swallowed. The grounds at St. Louis are so big that when meeting places were scattered, as for some reason they were, it took much time merely to go from place to place, not to mention the distractions on all hands to tempt away the faithful. Thus, when on Thursday one wished to attend the session of the National Council, to hear President Thwing before the Department of Higher Education, get hold of some valuable information on the manual training subject, not to speak of various other important meetings and matters, he could not arrange his program to do parts of even two of the department programs for the Council met in the Palace of Education, the college people in the Administration Building miles away, and the manual training was lost somewhere in the vast Agricultural Building, where I met Supt. Dyer stretching his ambulatory extremities in the effort to chase down its whereabouts.

The meeting was a success under unusually difficult conditions. Twice, at least, the program of the general sessions rose above dead level, — in the president's address and Washington's plea for a better

chance for the Negro. President John W. Cook's criticism of social and ethical tendencies of the times, pronouncing some forms of organization banal to the development of the individual and the conservation of the moral element, found a new individualism developing in the new generation through the training in self-restraint and self-poise given in the great public schools, and what at first seemed very like a wail turned out to be an optimistic and hopeful view of the early future's promise of better conditions in the body politic and social. The rest of the opening session's program, devoted mainly to welcoming addresses and responses, was interesting most of the time. Pres. Cook was an admirable presiding officer, forceful in management and yet happy in treatment of speakers and audience.

Principal Washington of the Tuskegee Institute made an address that was full of the terrible earnestness of all that orator's life and expression. Not only did he hold his audience and awake its enthusiasm into frequent outbursts, but also he convinced his hearers that the Negro of the South is capable of education and has made marvelous strides. He was heard with rapt attention and well-nigh universal approval.

There were many good things in the department programs, I suppose. I heard that President G. Stanley Hall's address was stimu-

lating as are all his utterances. The most interesting event of these department meetings that I ran across was not on the program — a paper by a native Filipino teacher read before the Department of Elementary Education. Her paper was an interesting description of the new conditions in education in the Philippines and one statement evoked most vigorous applause: "We have learned more English in four years under American guidance than Spanish in four hundred years under the old government." Attractive in personal appearance, as well as bright in expression and thoughtful in the subject matter of the paper, her patois lending delightful piquancy to the reading, Miss _____ (might as well write it so, until the simplified spelling comes, for no reader could pronounce the name even if I knew how to spell it) won all hearts and scored a distinct triumph.

On invitation I attended the first meeting of the Board of Directors and observed the beautiful working of the system by which the N. E. A. is run. Leading men are among its members and there are those who strike a green visitor as certainly astute and assuredly most adroit. It was beautiful, tho painful to one of my opinions, to see how they provided for sidetracking the spelling reform movement. We won a notable success at Atlanta on the proposition to organize a forwarding committee to give the

movement authority and momentum. Supt. E. B. Cox was at the meeting of the Board of Directors to urge the claims of the promoters and he represented them and Ohio finely; but, when he had done his best and Editor E. O. Vaile his keenest, it was found that there had been passed a resolution that all proposals for expenditures should be referred to the committee of the National Council on Investigations and Appropriations, which committee having courteously heard the petition of the Superintendent's Section's committee took the same under advisement for an indefinite time. One is led to wonder if these men who oppose the appropriation asked for, a proposition most reasonable in every way, may not be appropriately likened to the whiskeyites who solemnly declare that you can not make people moral by legislation, for they declare that money won't make people spell differently. And the more than \$100,000 laid up for a rainy day, presumably, is added to the tune of \$30,000 while a movement in the interest of the schools and the children is given as much of a quietus as the purse holders can give it.

In the elections Ohio is remembered in the choice of Supt. J. M. L. Frederick of Lakewood as one of the vice-presidents, and Supt. E. D. Lyon, of Madisonville, is our new state director.

The Ohio teachers held an informal and delightful social meeting Thursday evening, June 30, at the Ohio Building.

The Fair is interesting, especially to teachers, for education is made more prominent than in any preceding world's exposition. In the Palace of Education and Social Economy teachers will find much to interest them, and there is made the best and most effective I have seen to exhibit the well-nigh unexhibitable—the real work of schools. St. Louis's display is particularly fine. Cleveland's are the only Ohio schools represented. Most of the foreign displays are not especially valuable, for they consist of data uncorrelated. Sweden, however, makes a display that shows well how the schools of that country are conducted and comparisons with what we have are readily made. Japan, too, has an effective exhibit.

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY- SECOND YEAR—1904-1905.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's Mental Growth and Control or Sabin's Common Sense Didactics.

II. *English*: Higginson and Boynton's A Reader's History of American Literature and Shakespeare's Julius Caesar, or Higginson and Boynton's A Reader's History of American Literature and Ella May Corson's Glimpses of Longfellow.

III. *History*: (a) Moran's Theory and Practice of the English Government or Pearson and Harlor's Ohio History Sketches. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. *Nature Study*: Brigham's Geographic Influences in American History or Scott's The Story of a Bird Lover.

A choice is allowed between history and Nature Study.

(3) History of American Literature, Chapters I to IV.

October, 1904.

(1) Chapters V. to VIII., or (2) Chapters V to IX. (3) Chapters IV to VII. (4) Ohio History Sketches, to page 103, or (5) The English Government, to Chapter V. (6) Geographic Influences in American History, to Chapter III, or (7) The Story of a Bird Lover, to Chapter IV.

November, 1904.

(1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

(1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

(5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) Glimpses of Longfellow to Chapter VII, or (9) Julius Caesar, two acts.

A USABLE SCHEDULE FOR THE WORK OF THE YEAR.

September, 1904.

(1) Mental Growth and Control. Chapter I to V; or (2) Common Sense Didactics, Chapters I to V.

February, 1905.

(5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9), three Acts.

March, 1905.

(5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) The entire Play. (1) or (2) Review first half.

April, 1905.

(1) or (2) Review Second half. (3) Review (9) the entire play.

OPPENHEIM'S MENTAL GROWTH AND CONTROL.

CHAPTER I-IV.

1. What is meant by the author's phrase: "The growth of character?" 2. What constitutes preparation for the "vocation of living?" 3. Why should fatalism affect effort adversely? Read John Burrough's poem: "Waiting." 4. The author's view of "labor." 5. Life, a struggle, why so? Success defined, page 17. 6. Common error as to mental action. 7. Functions of the spinal cord. 8. Purpose of the fissures in the brain. The object of naming them. 9. Define "centres." Locate two. 10. Meaning of the assertion: "the nervous system is a machine." 11. Recall the author's definition of attention; its vital importance; the rope-pulling illustration. 12. Prepare to quote Burke's advice to his son. In which of Burke's writ-

ings did he speak in matchless pathos of this son's untimely death? 13. This an age of specialization: illustrate. What has this to do with the title of the chapter? 14. The author speaks of something as "the lesson of attention," likewise "the lesson of life,"—what? 15. Recall the doctrine of "centres" and from that point of view define *Association*. 16. A point of unlikeness between association and habit; their relation. 17. Common creed as to heredity and environment. Incorrect notion as to heredity; our author's notion limits it to what? page 81. 18. Environment includes what? page 82. 19. Distill a clear meaning from the word "atmosphere" in: "Your friends make an atmosphere for you which clings to you even after they have departed." 20. The most efficient aid in the forming of good associations.

J. J. B.

SABIN'S COMMON SENSE DIDACTICS.

CHAPTER I-IV.

The Teacher.

If, as it appears to the writer of this note, the purpose of questions addressed to readers with their books open is (1) self-examination, that they may test their fortune in apprehension and comprehension and to suggest repeated readings of passages deep, or obscure, or beautiful; (2) to spur the reader to thought and to reading beyond the rim of the text; and

(3) to add at times a pertinent touch to relieve, to quicken, to hint a doubt, this three-ply need is so fully met within the book itself that it would be the useless raised to the second power to carry interrogation further. J. J. B.

A READER'S HISTORY OF AMERICAN LITERATURE.

Ten questions offered to the reader's memory.

1. What is Higginson's notion of an Americanism? The common meaning of the word? 2. Define literature according to Lord Bacon. 3. Why is there so little literature in the "no end" of making books? 4. In this connection what should be remembered about John Smith? George Sandys? Benjamin Franklin? 5. Answer somewhat fully: who was Anne Bradstreet? Cotton Mather? Johathan Edwards? 6. Name a common form of early prose and some writers who practiced it. 7. Who wrote McFingal? Its theme? About what time? 8. Did Greece reach its climax first in literature or oratory? Rome? America? Illustrate the last, by examples. 9. Name the four "printed orations" sent out by the Continental Congress. Their effect upon Lord Chatham? 10. Philadelphia's claim to have a literary period named from her name. 11. Name the best autobiography in American literature. 12. Some-

thing worth knowing about Charles Brockden Brown.

BY WAY OF REVIEW.

1. Page 1.—Find a quotation from Emerson. 2. Page 3.—Explain Emerson's notion as to the source of language. 3. Page 8.—Pocahontas did not appear in the first edition of Smith's Relation. Why? 4. Page 9. Attack, or defend, the author's opinion of the heroic couplet. 5. Page 22.—Search for the reasons why this is called "literature." 6. What two eminent statesmen and presidents were persistent "diarists?" 7. Page 40.—Whom do you think the author means in: "owns a greater master than Pope or Butler?" 8. Page 45.—Horace Walpole, "the most brilliant man of his time" was the intimate friend of the most scholarly poet of that time, still well known to fame. 9. Page 47.—Whom does Fisher Ames call "our emperour?" 10. Page 48.—What would you call such an expression as: "This despairing kind of hopefulness?" 11. Page 55.—Higginson classes "The Battle of the Kegs" as "prose," line 13. This is a specimen of the sort of prose it is:

"'Twas early day, as poets say,
Just when the sun was rising,
A soldier stood on a log of wood,
And saw a thing surprising."

HELPS, HINTS, AND SUGGESTIONS.

CITY BOARDS OF EDUCATION.

Number of members that will constitute boards after the first Monday of January, 1905.

	At Large.	By Sub-districts.
Akron	7	..
Alliance	5	..
Ashtabula	6	..
Bellaire	6	..
Bellefontaine	6	..
Bowling Green	6	..
Bucyrus	6	..
Cambridge	5	..
Canal Dover	6	..
Canton	5	..
Chillicothe	5	..
Cincinnati	3	24
Circleville	6	..
Cleveland	5	2
Columbus	3	12
Conneaut	6	..
Coshocton	6	..
Dayton	2	10
Defiance	7	..
Delaware	3	..
East Liverpool	7	..
Elyria	6	..
Findlay	7	..
Fostoria	5	..
Fremont	7	..
Galion	6	..
Gallipolis	6	..
Glenville	6	..
Greenville	6	..
Hamilton	7	..
Ironton	7	..
Kenton	6	..
Lancaster	7	..
Lima	7	..
Lorain	7	..
Mansfield	7	..
Marietta	5	..
Marion	6	..
Martins Ferry	6	..
Massillon	6	..
Middletown	6	..
Mt. Vernon	6	..
Nelsonville	5	..
Newark	6	..
Newburg	5	..

New Philadelphia	6	..
Niles	7	..
Norwalk	6	..
Norwood	6	..
Painesville	6	..
Piqua	6	..
Portsmouth	7	..
St. Marys	5	..
Salem	7	..
Sandusky	7	..
Sidney	6	..
Springfield	7	..
Steubenville	5	..
Tiffin	5	..
Toledo	3	2
Troy	6	..
Urbana	6	..
Van Wert	6	..
Warren	6	..
Washington C. H.	6	..
Wellston	5	..
Wellsville	6	..
Wooster	3	..
Xenia	7	..
Youngstown	7	..
Zanesville	3	..

PRIMARY NUMBER—CONCRETE PROBLEMS.

By Ellen G. Reveley, Ped. D.

The first step in concrete numbers is taken in the first year of the primary school and is founded on natural processes, viz., getting more and giving away. The teacher may ask "If you have two flowers and I give you two more, how many flowers have you?" And the child answers, "I have four flowers," or in arithmetical form, "Two flowers and two flowers are four flowers." Or the teacher may ask, "If you

have six pencils and give three to me, how many pencils will you have left?" Since these two processes are carried on outside of the school room, addition and subtraction based on the objective seem to be the only two arithmetical processes that the child should use in school for some months or even a longer time after he enters. And these should be in objective or concrete form till the combinations of addition and the subtraction are familiar through ten. This work presupposes the entrance age of six years, the legal age as in Ohio. Instead of taking all number work out of the first year, let us simplify and eliminate every process heretofore taught but addition and subtraction but keep these two natural processes.

In the next stage of number work when numbers may be studied as far as fifty, by picturing children see that six twos of objects is as many as $2+2+2+2+2+2$, and concrete questions involving the processes of multiplication and division may be pictured and the arithmetical form be written. When the pupil is able to picture mentally the objective and picturing processes are no longer a means of growth but on the contrary are productive of mental weakness.

In the connecting step between addition and multiplication, pupils often add when they should multiply. It is well not to treat this as an error. It is better to encourage

the use of multiplication by showing the child that it is a shorter process and telling them that it is the way which children use in the higher classes or grades. All children are anxious to learn that which is a step in advance.

Division separates readily into two groups, viz., 1st, when the whole number to be divided is given and the number of groups, to find how many in a group as "If I had 42 books to put on 2 shelves, how many books would I put on each shelf?" and 2d, when the whole number to be divided is given and the number in a group to find how many groups, as "If I had 24 apples and put 2 apples on a plate, how many plates would I need to use?" In the latter case the quotient being an abstract number must equal the concrete number sought. As long as the pupil needs to picture the process the second or last named process seems to be the most natural, because the measure of the whole number is given.

In all the four fundamental processes in the earlier work in concrete problems not pictured, the numbers used in them should be less than 100. For the reason that large numbers confuse the child and prevent his thinking clearly. Several problems in small numbers are more educative for children than one problem involving very large numbers.

Attention should be given to the order in which fundamental proc-

esses are used. At first but one process should be given in one lesson. Children need to gain confidence in their own powers. And as addition is the primary process, pupils may well use it first in concrete examples, following with its opposite subtraction. The two may then be combined in one lesson. Next in order, naturally comes multiplication the like of addition, and addition and multiplication may be combined in one lesson. In logical order, subtraction and its like, division and subtraction and its opposite addition may again be used.

It is only after considerable practice that concrete examples in multiplication and division may be included in one lesson, but when the two processes are brought together in one lesson at the proper stage, a similar lesson should be given daily till pupils learn to distinguish between the processes. For such pupils as fail to use the correct process oral questioning in numbers less than 10 will aid the understanding, as, "If you pay two cents for a pencil, how much will you pay for four pencils?" When the pupil answers as he will, instantly, ask him, "What did you do?" Or if he has failed to use the division process in a concrete example the teacher may ask him, "If you buy four marbles for eight cents, how much did you pay for one marble?" And follow his answer by "What did you do?" It is better to let him make his own application to the example in larger

numbers which he worked incorrectly.

Much time is gained when a new idea is to be introduced as loss or gain by opening the lesson with oral questions in small numbers, as, "If you buy a slate for ten cents and sell it for twelve cents, how much did you gain?" Let the one idea, either gain or loss compass the lesson, following the oral questions with written examples in larger numbers.

Too frequently not enough time is given for a new idea to be comprehended before another is introduced resulting in confusion in the minds of pupils. It must be remembered that time is an element in all educational processes. In nature we sow seed and wait for its flower or fruitage: in the school room we sow seed and look immediately for its fruitage.

No better form of example in the early steps of reasoning in concrete examples can be found than in finding perimeters of squares, oblongs and triangles. At first real dimensions of simple geometrical forms may be measured as the slate frame, the top of the desk, etc. The perimeter of the square and the equilateral triangle also found by multiplication bridges over a step from addition to multiplication. When real objects are not measured, geometrical figures should be used. Care should be taken that a similarity exists between dimensions and the figure drawn.

Examples in journeyings are also excellent. Let pupils travel in imagination in opposite directions, or toward one another, starting at different points. The more personal examples can be made the more attractive they are to children.

Examples in Federal money involve an accuracy in the writing of numbers that is valuable. While the class is still working in the fundamental processes in a single step in reasoning the way may be prepared for questions containing more than one step in reasoning.

It is essential in all work in primary numbers that the mind of each child be put fresh to the work before him. A question in numbers less than ten may be written on the board, as, "If Mary has two flowers and Jennie has three times as many, how many flowers have both?" Each child in the class is to get the answer mentally and write the result only on his slate. The teacher may pass rapidly from pupil to pupil and note the answers, then question those pupils who had incorrect answers, "How many flowers has Mary?" "How many flowers has Jennie?" "How many have both?" At first this form of question should be of the same type in one lesson. But in a day or two the type should be changed as the object of the exercise is to quicken the perception and not merely to obtain correct results from every member of the class. After some

practice the questions should not be of the same type in one lesson.

Later a question is given in larger numbers involving two fundamental processes to be worked out step by step on slate or paper.

The first step and an essential one is the correct reading of the example, a most important habit to form. The teacher then questions as to the first process is concerned. No such question as "What are you going to do?" should be asked. Each child must decide for himself what to do. The teacher inspects the first step as worked out by each child, takes note of wrong methods, questions the pupils who had mistakes in method and as she questions places the work of this first step on the board, after which each step is taken in a similar manner, till the final question of the example is answered. What has the teacher done? The example was composed of parts articulated. She has led each mind to each part, a step at a time; she has noted carefully wrong method and inaccuracies. The children have thought logically and each mind has worked for itself. Afterward each pupil is expected to work out the entire question for himself.

Two succeeding lessons may be of the same type but not more. As much time is lost by working one form of question till it is threadbare as is lost by giving new work too frequently. Therein consists the

art of teaching. Following the method described above it will be found after a time that all pupils do not need the analytic questioning by the teacher. Such pupils should be allowed to work a different lesson by themselves while the teacher works with the remainder of the class. This remaining number will continue to diminish and the independent workers will be augmented till there are left only those who need individual help and they must make a group by themselves.

Proficiency in number work can be increased if the teacher criticizes lessons in number while the lesson is in progress. While the class are working independently a written lesson, she may pass from desk to desk and note the work in its progress. This affords an opportunity to question any child who is incorrect in the process of reasoning or has made arithmetical inaccuracies. Very rapid advancement is sometimes made by weaker pupils by means of this direct contact of the minds of teacher and pupil in the

lesson. While the work is in its growing process more can be accomplished than by the cold process of marking the lesson when the pupil is absent. But every few days a lesson in review should be given in which there is at the time no teaching process and such review work should be carefully criticized out of the class. This is a help to both teacher and pupils as it shows where the weak places are in the work of the preceding lessons.

Sometimes the mistake is made of giving a set of questions for which pupils are wholly unprepared "to see if they can do it." As well might a lesson in the Calculus be given to the primary teacher herself. Good judgment in the selection of work as well as in its progression is a vital element in the equipment of a teacher.

Any teacher of primary number will find McLellon and Dewey's *Psychology of Number* helpful. It is published by D. Appleton and Company in the International Education Series.

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COMMISSIONER JONES made his initial institute address at Pomeroy July 27, and won the hearts of the large audience. In a clear and cogent manner he discussed those provisions of the code that apply especially to the teachers and then addressed himself to the work of teaching as a profession with all that the term implies. The address was eminently practical and sensible as well as high-grade and it was evident to all that our new Commissioner is the man to take us by the hand and lift us into the realm of "the true, the beautiful and the good."

THE office boy became restless, as office boys will, and so one evening after the day's work was done he hid him away and kept on hie-

ing until in due time he came upon the Editor near the Arch of Triumph, basking in the caloric of a Parisian summer. The boy found the Editor in good spirits as the result of improved health and enthusiastic as regards his travels thus far. The mountains of Switzerland have evidently got into his blood and no one can talk with him ten minutes without being convinced that Switzerland has mountains. He is anticipating the lakes of Scotland with eagerness, and October fifth looms large upon his mental horizon as the date upon which the good ship Philadelphia is to bear him towards home, the word of all that is most often upon his tongue. The eager questions concerning people and events in Ohio showed how much he lives at home even though far away.

Then the office boy hurried back to his work.

THE young teacher who is hoping for promotion will greatly increase his chances by sitting up near the front during the Institute for the lecturer will have a better impression of his earnestness in that case.

THE new school code certainly shows a larger recognition of the teacher and his interests than has hitherto been the case and the teacher owes it to the cause of education in Ohio to prove that this larger recognition is worthily

given. It is not fair for teachers to imagine that they are capable of holding better positions when they are not specially successful in the positions they hold.

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EDUCATIONAL NEWS.

—On page 6 of this issue will be found the advertisement of Morris's Attendance and Examination Record which is said by many teachers to be the best they ever

used. Supt. Morris is an experienced teacher and superintendent and has designed a record that is complete and convenient—a boon to teachers and superintendents.

—The Auglaize County Teachers' Institute will be held August 29th to September 2d, instead of time announced in the Institute bulletin.

—The township schools of Summit county held their commencement exercises in the High School building of Akron, July 15. The address of the occasion was delivered by Senator Charles F. Dick.

—Supt. H. H. Reighley who so successfully conducted the Wayne Township High Schools, Adams county, last year, has been unanimously re-elected for another year.

—C. A. Graham, formerly superintendent of the La Fayette public schools, has been elected superintendent of the Spencerville schools at a salary of \$900, a decided increase over any salary previously paid for said position.

—Supt. W. S. Bliss, of Green Township Centralized Schools, Greensburg, O., was unanimously re-elected for the third time, but resigned to accept the position of superintendent of the Kinsman schools. The character of the work done by Supt. Bliss and his assistants is made manifest from the advancement of the High Schools to the first grade.

—Frank R. Reynolds of Defiance, has been elected principal of the Chillicothe High School, salary \$1,300. At the same meeting Ernest B. Chamberlain, Oberlin, was elected teacher of English, salary \$600, and Miss Ruth B. Nash, Boone, Iowa, supervisor of writing and drawing, salary \$700.

—Members of the Faculty of Mount Union College have delivered graduating addresses this spring at the following High School commencements: Prof. W. B. Judd, Ph. D., Garfield; Prof. J. B. Bowman, W. M. Petersburg, Randolph and Louisville; Pres. A. B. Riker, D. D., Macedonia, Damascus Academy, Seebring, Tallmadge, Greentown, Garrettsville, Kent, Gnadenhutten and the Patterson commencement of Tuscarawas county, New Philadelphia.

—A class of eight was graduated from the Glennville High School June 16. Dr. A. B. Mel-drum of Cleveland gave the address. At the same time a class of fifty-two was presented with certificates of admission to the High school.

—Supt. Cully reports that their new High School building will be ready for use by September.

—The entire corps of teachers was re-elected at Niles, O., with a general advance in salaries. Supt. Rollin's salary was raised from \$2,000 to \$2,100.

—The third Annual Patterson Commencement of Huron county, was held at North Fairfield, July 1st. The address was delivered by Supt. W. H. Mitchell, of New London. The class numbered fifty-four.

—Supt. G. W. Hurless has been re-elected superintendent of the Stryker schools at a salary of \$95 per month, an increase of \$10 per month.

—Supt. P. D. Amstutz was re-elected at Pandora with C. D. Stiner as High School principal.

—Ottawa county graduated a class of forty-eight under the Patterson law. Dr. Albert Marion Hyde, Toledo, gave the address.

Mr. King G. Thompson who will hold the position of school statistician under State School Commissioner E. A. Jones, was born and reared in Brown county, Ohio. His early education was received in the public schools of that county, and later he attended Ohio State University, where he received his collegiate training. He has had several years' successful experience in the school room, and recently has been engaged in the newspaper work in Columbus.

Mr. Thompson is a young man of excellent character, and recognized ability. The commissioner is to be congratulated on his appointment.

—B. O. Martin, supt. at Ashtabula Harbor the past three years, was unanimously elected supt. at North Baltimore. His energy and untiring efforts at "The Harbor" has placed the schools in very excellent condition. A new building ready for use at the beginning of the year, is due largely to his hard labor. The best wishes of the citizens at "The Harbor" go with him to his new field.

—Supt. E. W. Green, Belle Center, graduated a class of ten, May 27th. Belle Center schools enrolled fifty-three foreign pupils this year. Supt. Green has been re-elected and salary increased. He has built a modern residence.

—H. E. Hall has been elected superintendent at Cygnet. Mr. Hall was formerly at Jerry City.

—C. E. Stinebaugh has resigned at Milton Center to accept the superintendency at Weston.

—C. B. Stoner has been elected superintendent at Mt. Gilead.

—Mr. Ralph H. Allison is promoted from the High School principalship to the superintendency at Ashley.

—Mr. F. E. Reynolds has been elected principal of the High School at Chillicothe.

—Mr. F. W. Wenner has been elected to the superintendency at Martins Ferry.

—Mr. B. O. Martin of Ashtabula Harbor follows Mr. Wenner

as superintendent at North Baltimore.

— Mr. Edward A. Siebert has been elected to the principalship of the High School at Fremont.

— C. C. Kohl has been promoted from the High School principalship to the superintendency at Mechanicsburg.

— Mr. J. T. Tuttles, formerly principal of the Eighth District School, Dayton, has been elected to the superintendency at Washington C. H.

— Supt. N. D. O. Wilson of Bowling Green is supervising the fitting up of laboratories for the Science Department in the High School.

— Mr. D. L. Keyser has been elected science teacher in the High School at Canal Dover.

— Mr. W. M. Gregory, a graduate of Harvard University, has been elected to a position in the Science Department of the Central High School, Cleveland.

— W. M. Townsend, for many years principal of the High School at Zanesville, has been elected principal of the Central High School at Columbus.

— Mr. E. A. Hotchkiss has been elected superintendent at St. Marys.

— Supt. J. V. McMillan of Marietta, is spending a part of his vacation in the West. It is needless to

say that he will visit the Louisiana Purchase Exposition.

— The following is a partial list of the Ohio school people who attended the N. E. A. at St. Louis: G. P. Benton, Oxford; J. K. Baxter, Mt. Vernon; Lewis D. Bonebrake, Columbus; W. W. Boyd, Columbus; W. W. Chalmers, Toledo; Vergil Curtis, Toledo; H. H. Cully, Glenville; E. B. Cox, Xenia; F. B. Dyer, Cincinnati; J. M. H. Frederick, Lakewood. I. C. Guinther, Galion; W. H. Kirk, East Cleveland; U. S. Light, Greenspring; Ed. Lyon, Madisonville; E. P. Lynch, Cleveland; S. K. Mardis, Toronto; G. C. Maurer, New Philadelphia; F. J. Roller, Niles; W. S. Robinson, J. D. Simpkins, Newark; D. J. Shurr, Plain City; Miss M. W. Sutherland, Columbus; J. M. Sarver, Canton; Dr. Thwing, Cleveland; S. P. Trump, South Charleston; E. M. Van Cleve, Steubenville; J. W. Zeller, Findlay; L. C. Dick, West Jefferson; C. A. Armstrong, Canton; W. J. Monk, Cleveland; E. L. Mendenhall, Washington C. H.; M. A. Henson, Gallipolis; Edwin N. Brown, Dayton; C. A. Krout, Tiffin; H. C. Minnich, Oxford; H. R. McVay, Sidney; C. L. Cronebaugh, Massillon; James M. Carr, Cambridge; J. W. Jones (Blind), Columbus; W. O. Thompson, Columbus; S. P. Humphrey, Ironton. The Ohio bookmen present were, Davis, Porter, Parkhurst, Richardson, Stevens.

— C. S. Hoskinson has been elected principal of the High School in Zanesville to succeed Principal Townsend who goes to Central High School, Columbus. Principal Hoskinson is one of the most progressive men in the state and we predict for him a most successful administration.

— Earl T. Osborn has been elected superintendent at Browns-ville. The Board is erecting a new building and school matters will be at high tide next year.

— Supt. D. D. Pryor of Etna, has been elected superintendent at Croton at \$70 per month. He is succeeded at Etna by Mr. Hamilton who has been teaching science at Pataskala.

— If Attorney General Wade H. Ellis' opinion is sustained by the courts, teachers may draw pay for attending teachers' institutes that are held in vacation time. The Harrison school code requires teachers to close their schools and go to institutes, and provides they shall draw pay. It is a close question whether the code authorizes pay if the teacher goes to an institute during a vacation. The attorney general so holds in an opinion to State School Commissioner E. A. Jones. He states that teachers are entitled to one week's extra pay for institutes during vacation, providing a certificate is presented to the board of education setting forth the attendance. If an unemployed

teacher attends a vacation institute he must be paid for so doing, if he held a teachers' certificate at the time and is hired as a teacher within three months thereafter.

— J. K. Condon, of Columbus, has been elected Superintendent of schools at Harrisburg, to succeed S. M. Sark, resigned.

— Mr. Vivian Sadler, who has been for some time at the head of the schools in Lebanon Springs, N. Y., has been elected Principal of the High School at Garrettsville.

— Mr. H. B. Turner, Principal of the High School at Garrettsville, has been elected Superintendent at Mantua.

— Mr. R. W. McKinney, Principal of Plain City High School, has been elected Instructor in History in the Preparatory Department of Wittenberg College, at Springfield.

— Dr. W. D. Hadzits, Professor of Latin in Wittenberg College, has accepted a position as Assistant in Latin at Smith College, Northampton, Mass.

— Dr. Ness, who has recently taken a degree from Johns Hopkins University, succeeds Dr. Hadzits in the Latin Department at Wittenberg College.

— Principal C. C. Kohl, on the urgent solicitation of the Mechanicsburg Board, has resigned the Chair of History at Mt. Union Col-

lege and accepted the Superintendency at Mechanicsburg.

— Supt. J. W. Jones of Cadiz, has been elected Superintendent at Newcomerstown, and Prin. Jno. R. Lehmann of Cadiz, has been elected Superintendent at the same place.

— Mrs. Mary P. Thompson, Instructor in Cadiz High School, has accepted the principalship at Cadiz.

— Miss Leulah Judson of Dobbs Ferry, N. Y., has been elected Professor of History in the Western College for Women at Oxford.

— Miss Elizabeth Jackson, Instructor in Beaverton, Mich. High School, has been elected Instructor of History, Elyria High School.

— Mr. Henry S. Huntington, Jr., a graduate of Yale, has been chosen instructor in English in Oberlin Academy.

— Mr. G. C. Schaible of St. Lawrence University, N. Y., has accepted the Principalship of Buchtel Academy at Akron.

— Miss Claudia Schrock and Miss Blanche M. Widdecombe, instructors in Buchtel Academy at Akron, have resigned. Rumor says that Cupid is responsible.

— Mr. Albert G. Meier of Plymouth, Wisconsin, has been elected Latin teacher in Kenyon Military Academy at Gambier.

— Mr. O. Kingman has been chosen teacher of Mathematics in

Kenyon Military Academy at Gambier.

— Editor Will C. Merritt of the School Record takes charge of the schools of Washington Twp., Franklin County, during the coming year.

— Mr. Guy S. Dennison has been elected Principal of the township High School at Monroe, Ohio. Mr. H. G. Frost retires from school work to go into life insurance.

— Supt. Ralph Huston, of Okeana, Ohio, goes to Jacksonboro as superintendent the coming year.

— Supt. C. H. Teach, of New Carlisle holds an unusual record for attendance in his high school during the past year. In Sept. 38 pupils entered the high school, and at the close of school these same 38 pupils were in attendance, no new pupils having entered and none of the entering class having withdrawn.

— Supt. E. A. Hotchkiss, of Mechanicsburg, has been elected to the superintendency at St. Marys, O.

— Supt. C. H. Lake, of Lockbourne, Ohio, has been elected Supt. at Alexandria.

— Supt. O. E. Duff, of Derby, Ohio, returns to Lafayette, while Supt. S. Sark, of Harrisburg, returns to his former position at Derby, Ohio.

— The Summer School of the Ohio Wesleyan University, closed

a most interesting session Friday, July 29. Profs. Grove, Hudson, Harmell and Timmons were in charge.

— Mr. Rittenour resigned his position as Science teacher in Delaware High School to accept an assistant professorship in chemistry, O. W. U. Mr. DeWitt Leas succeeds Mr. Rittenour. Both are good men.

— The Delaware Springs Chautauqua was opened Sat. July 23. Addresses were made by Mayor Clippinger, Prof. Fulton and J. H. Rowland, after which Dr. N. McGee Waters, of Brooklyn, N. Y., gave the opening lecture. The subject was Daniel Webster, and the address was a masterful one. The Chautauqua was of ten days' duration and a great success. Among the attractions were the Hon. Wm. Jennings Bryan, Rev. Sam Jones, Spillman Riggs. Vocal solos by Mrs. James, Mrs. Sutphen and Miss Esculem Rowland, of the New England Conservatory of Music. Mrs. Lulu Tyler Gates and Minnie Marshall Smith were well received as impersonators, and Mrs. Gates in the monologue was excellent.

— Mr. H. E. Smith has been elected superintendent at Trenton, Ohio, going there from Jacksonboro, where he had been located for several years.

— Mr. Jno. C. Vance takes charge of the high school in Rains-

boro, Ohio, for the coming year. This is one of the two township high schools of Paint Twp., and is famous as being the birthplace of Senator Foraker. Prof. J. M. Kessler is the principal of the north high school of this township at Petersburg.

— Supt. Ralph H. Allison goes to Ashley, as superintendent, taking the place left vacant by C. B. Stoner, who goes to Mt. Gilead.

— Prof. J. T. Tuttle of Dayton, Ohio, has been elected superintendent at Washington C. H. Prof. Tuttle comes highly recommended as one of the foremost school men of the city of Dayton.

— Mr. R. B. McChesney has been elected superintendent at Raredon, Ohio.

— Supt. O. G. Hershey has decided to remain at Jeffersonville, Ohio, as superintendent for the coming year.

— Supt. Jno. Slye of Amelia, has been elected superintendent of the schools of Higginsport, Ohio, to succeed Mr. Hanselman, who goes to the Georgetown High School as Principal. Mr. Slye was for ten years superintendent at Amelia.

— Walter E. Painter, formerly of Pataskala, was called to the High School at Shelby but declined to accept the superintendency at Bedford, Ohio.

— Xenia O. S. & S. O. Home has been fortunate in securing the ser-

vices of Supt. E. L. Mendenhall, formerly of Washington C. H. Supt. Mendenhall is especially equipped for the work in the Home and will enter upon it with a promise of the utmost success.

— Pleasantville, Ohio, has secured the services of B. T. Jenkins as superintendent for the coming year.

— Prin. Frank Reynolds of the Defiance High School has been called to the principalship of the High School at Chillicothe. Prin. Reynolds will find a wide field for his splendid ability and Chillicothe is to be congratulated on securing his services.

— Wellston, Ohio, loses a most successful High School principal in R. L. Ervin who goes to Defiance as principal of the High School there. Prin. Ervin did a great work in building up the High School in Wellston.

— Supt. Luther J. Bennet of Bethel Twp. High School at Forgry, Ohio, has been called to the superintendency of the schools at Covington, Ohio. This came to Mr. Bennet without his knowledge, but it is thought he will accept the position.

— Mr. R. M. Marlow goes to the superintendency of the schools at Adamsville, Ohio, and P. H. Green goes to Fazeysburg as superintendent.

— Homer E. Dye has been elected to the superintendency at Glenroy, Ohio.

— Lewis A. Bennert, formerly superintendent at Westerville, has been elected principal of one of the schools at Paterson, N. J., at \$1,800 salary. There were seventy-two applicants and the selection was based upon the results of a competitive examination. Mr. Bennert received his Master's degree at Harvard, June 29th.

— Supt. T. F. Johnson of Bloomingburg, has been elected to the superintendency at Woodstock. Miss Bertha Artz has been made principal of the High School.

— The Meigs Co. Institute surpassed all previous records in attendance and interest. In fact, it was at white heat from Monday morning till Friday night and every body seemed glad of it. President A. W. McKay and Secretary Mrs. J. V. Webb, were re-elected, and C. N. Wagner was made a member of the Executive Committee. The spirit of the institute was fine and there is a lurking suspicion that Supt. C. T. Coates has more to do with this than he would care to acknowledge. Supt. C. C. Miller and F. B. Pearson were elected instructors for the next year, making their third year.

— Prof. T. C. Flanegin, of Pomeroy, has been a member of the Board of Examiners of Meigs County for

thirty-one years, and no word of criticism has ever been uttered against him.

— Ernest B. Chamberlain has been elected teacher of English in the High School at Chillicothe.

— Miss Julia W. Strong, of Chicago University, will teach History in the High School of Mansfield next year.

— R. W. Buck, who graduated from the Ohio State University, has been elected Science teacher at Xenia.

— The enrollment at the Ohio University Summer School was 556.

— The death of ex-Supt. H. M. Parker of Elyria, removes from us one who for many years was a prominent leader in educational matters. He was superintendent at Elyria for a quarter of a century, and left his impress upon that community. For several years he has been the chief official of the order of the Maccabees.

— Supt. R. P. Vaughn of Brecksville, has been elected to teach Physics and Chemistry in the High School at Elyria. In his three years work at Brecksville, he succeeded in having the school raised to first grade.

— Dr. J. J. Burns is attending institutes, and is giving addresses touching upon the O. T. R. C. work that are most inspiring.

— We have before us a well-prepared booklet whose caption is "Code of Ethics and Suggestions for Organization of Inter-scholastic Athletics. Being the Report of the Special Committee of the Western Ohio School Superintendents' Round Table." The committee who prepared the book are J. N. Keyser, chairman; E. A. Hotchkiss, C. W. Bennett, W. McK. Vance, George Eastman. A copy of this booklet should be in every school where athletics obtain, and no doubt they can be had by application to Supt. J. N. Keyser, Urbana, Ohio.

— President L. M. Sniff of the Tri-State Normal College at Angola, Indiana, is always busy planning larger and better things for his college. He has succeeded in building up an institution that takes high rank, and many successful teachers testify to the excellence of the work the college is doing. It is a good place for teachers to prepare for their work.

— Ginn & Co., have just published a charming little book, entitled "Sea Stories for Wonder Eyes" that is full of interest not only for children but for their teachers as well.

— President Alston Ellis of Ohio University was recently re-elected and salary increased to \$5,000.

— J. A. Turner has been elected principal of the school at Dexter, Meigs County.

—C. H. Dumaree has been appointed to membership on the Board of County Examiners to succeed Dr. C. B. Taylor, resigned.

—Now here comes the proverbially "little bird" and whispers, oh so gently and sweetly, that Prin. W. H. Rice of the London High School is about to be taken into full membership in the order of the Benedicts. Congratulations.

—New York City has an organization known as the "Male Teachers' Association" which meets monthly. This body recently published a "Report on the Necessity for Men Teachers." According to this report in 1880 there were 122,795 male teachers in the United States and 163,000 female teachers. In 1903 the men numbered 122,392, and the women 317,000. In the elementary schools 97 per cent. of all the teachers are women—only three men in every one hundred teachers. Says the report: "Competent men, men who would make magnificent teachers, leave the profession because the remuneration is not sufficient to induce them to stay."

—In Newark, N. J., candidates for positions are rated as follows: "Candidates are rated under three heads, namely, scholarship, experience, and fitness. A maximum of 50 per cent. is given for scholarship, a maximum of 25 per cent. for experience, and a maximum of 25 per cent. for personal fitness."

In other words Supt. Poland is convinced that teaching power depends upon other qualifications besides scholarship, although that counts half.

—Supt. A. F. Waters of Georgetown has published a neat booklet giving the course of study in the high school and much other valuable information. In addition he discusses the advantages of education from financial and other standpoints in a way that will carry conviction to all who read it.

—Supt. W. W. Ross of Fremont recently made his annual report to the Board and this report is too valuable not to be given wide circulation. We, therefore, are glad to call attention to a part of this report as follows:

The United States Bureau of Education has recently published some striking statistics bearing on the relations between high school and college education and success in life.

From these statistics it appears there are about fifteen million of males in this country, according to the last census, over 30 years of age, that is, born prior to 1870.

Of this fifteen million nearly two million are without education.

About twelve million have had a common school education.

About 657,000 have had a high school education and about 325,000 in addition a college education.

More than ten thousand men, now living, who had achieved emi-

nent success in any field of human endeavor were asked to report their education.

Of the 10,000 most notably successful Americans not one was without an education.

About 1,368 had received a common school education or one in about 9,000 of the total twelve million.

Some 1,600 had received a high school education, about one in 400, and nearly 8,000 had received a college education or one in 42 of the entire number of college graduates.

From these statistics it follows that the man with only a common school education stands one chance in 9,000 of enrolling himself among the 10,000 most eminently successful men; that the high school graduate has one chance in 400, and the college graduate one chance in 42; that the high school graduates' chances are increased more than twenty times over the man with only a common school training, and that the college man has ten times the chances of the high school graduate, and 200 times the chances of the man with only a common school preparation.

It follows that if a hundred thousand or a million or ten million of the most successful men were taken, a like relative proportion would hold true, and that similar relative results would follow from a partial high school or college education; hence the argument becomes a strong one for higher education

from the standpoint of material success.

Happily an increasing number of our graduates every year are seeking college training.

HAWTHORNE A MODERN HAMLET.

Certain characteristics of Hawthorne are of course indisputable, and it is not fantastic to add that some of these qualities bear a curious resemblance to those of that very Prince of Denmark who seems more real to us than do most living men. Hawthorne was a gentleman; in body the mould of form, and graced with a noble mind. Like Hamlet, he loved to discourse with unlettered people, with wandering artists, with local humorists, although without ever losing his own dignity and inviolable reserve. He had irony for the pretentious, kindness for the simple-hearted, merciless wit for the fools. He liked to speculate about men and women, about temptation and sin and punishment; but he remained, like Hamlet, clear-sighted enough to distinguish between the thing in itself and the thing as it appeared to him in his solitude and melancholy. His closest friends, like Horatio Bridge and William D. Ticknor, were men of marked justice and sanity of mind,—of the true Horatio type. Hawthorne was capable, if need be, of passionate and swift action, for all his gentleness and exquisite courtesy of de-

meanor. Toward the last he had, like Hamlet, his forebodings,—“such a kind of gain-giving, as would perhaps trouble a woman;” and he died, like Hamlet, in silence, conscious of an unfinished task. — *Bliss Perry, in the August Atlantic.*

THE TRUTH ABOUT ANIMALS.

The serious student of nature can have no interest in belittling or in exaggerating the intelligence of animals. What he wants is the truth about them, and this he will not get from our natural-history romancers, nor from the casual, untrained observers who are sure to interpret the lives of the wood

folk in terms of their own motives and experiences, nor from Indians, trappers, or backwoodsmen, who give such free rein to their fancies and superstitions. Not to Romanes or Jesse or Michelet must we go for the truth about animals, but to the patient, honest Darwin, to such calm, keen, and philosophical investigators as Lloyd Morgan, and to the book of such sportsmen as Charles St. John, or to our own candid, intelligent, and wide-awake Theodore Roosevelt—men capable of disinterested observation, with no theories about animals to uphold.—*From John Burroughs's "What Do Animals Know?" in the August Century.*



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No. 9

THE TRUE MOTIVE.

When earth's last picture is painted, and the tubes are twisted and dried,
When the oldest colors have faded and the youngest critic has died,
We shall rest, and, faith, we shall need it—lie for an æon or two,
Till the Master of all good workmen shall put us to work anew.

And those that were good shall be happy; they shall sit in a golden chair;
They shall splash at a ten-league canvas with brushes of camel's hair;
They shall find real saints to draw from—Magdalene, Peter, and Paul;
They shall work for an age at a sitting and never be tired at all.

And only the Master shall praise us, and only the Master shall blame,
And no one shall work for money and no one shall work for fame,
But each for the joy of working and each, in his separate star,
Shall draw the Thing as he sees it for the God of Things as They are.

Rudyard Kipling.

THE RHINE, HOLLAND, BELGIUM, AND PARIS.

In length the Rhine is said to be the fourth river of Europe but as a channel of commerce it ranks first. Having its source in the Alps this noted stream enters the Lake of Constance over 1,000 feet above the sea level, rushes on its way past Neuhausen, where it tumbles over the huge rocks in a mighty torrent, speeds on to Basel and then past Mayence, Coblenz, Bonn and Cologne, across Holland to the sea. It is nearly 900 miles long, 570 miles of which distance it is navigable. Our journey by boat from Mayence, where a pleasant stay permitted us to visit the great Cathedral, dating from the tenth century, and to see the Monument to Gutenberg erected in 1837 by subscriptions from all parts of Europe, to Rotterdam, covered about 300 miles and occupied nearly 30 hours.

The first part of the journey by day from Mayence to Cologne included nearly all the points of historic and legendary interest and was fortunate in having the company of a large number of German students who added greatly to the pleasure of the trip by their fine singing of the German songs descriptive of the scenes imaginary and real which had taken place on the banks of their much loved river. But notwithstanding the favorable conditions with which we were surrounded the journey was a disappoint-

ment, due in part, no doubt, to the fact that the glowing descriptions, read in books and heard from the platform, of the beautiful scenery of the Rhine, had led us to expect too much.

It is not simply love of home and native land but an honest conviction of the absolute truthfulness of the statement that leads me to say that in beauty of scenery, the Hudson far exceeds the Rhine, and our own Ohio at least equals it. The far-famed Seven Mountains near Bonn must smile in their quiet manner as they think of having the name mountain applied to them, the highest being only 1,530 feet. It is true that the Rhine is intensely interesting because of the beautiful legends with which it is associated and it has witnessed many scenes whose historical importance can not be overestimated, but no one who knows anything of American literature or history needs to be reminded that our American rivers are not devoid of legends that charm and of history that has claimed the attention of the whole world. In my own heart there is much deeper reverence for the deeds performed on the banks of the Ohio, by the little bands of pioneers who first settled the great Northwest Territory, and thus made certain the future greatness of their country, than for many of the acts of kings and conquerors

whose story of conquest is so closely related with the region of the Rhine.

For three days we lingered at Cologne, a beautiful city of 400,000 people, whose glory is in her magnificent Cathedral, said to be the grandest Gothic church in the world. Notwithstanding the fact that cathedrals had been our daily portion for three months and at times even the thought of domes and spires and saints made us "shudder and grow sick at heart," we found much enjoyment in viewing this really magnificent structure begun in 1248, consecrated in 1322, almost destroyed by the French in 1792, but restored, 1816 to 1880, at a cost of nearly \$5,000,000.

The Church of St. Ursula, reputed to contain the bones of 11,000 virgins martyred by the Huns, is visited by all tourists, but the decorations of the interior composed very largely of skulls and bones formed into devices and mottoes of various kinds, are not particularly charming to behold or pleasant to recall.

Of course *eau de Cologne* is sold all over the city, the "only reliable" being found in at least half a hundred different stores, each one of which is claimed by its proprietor to be "the old original establishment of the genuine Johann Maria Farina." No wonder that Martha Penny, in "Hood's Up the Rhine," is led to exclaim:

"The wust is wen you want a

bottel of the rite sort, theres so many farinacious impostors, and Johns and Marias, you dont know witch is him or her."

For some strange reason, which a modern psychologist might be able to explain, the reference to cologne "reminds me" that until recent years Cologne was celebrated for its poor drainage and the resulting bad odors. The following lines from Coleridge have served to perpetuate the bad name of the city, but no longer apply to its condition.

In Cöln, that town of monks and bones,

And pavements fanged with murderous stones,

And rags and hags and hideous wenches,

I counted two and seventy stenchs!
All well defined and genuine stinks!
Ye nymphs! that reign o'er sewers and sinks,

The river Rhine, it is well known,
Doth wash the City of Cologne;
But tell me, nymphs, what power divine

Shall henceforth wash the river Rhine?

Our boat touched at many places of interest, including "Fair Bingen," of which we used to read, in the country school, from McGuffey's reader, in a most enthusiastic manner which was not daunted in the least by the uncertainties and difficulties of pronunciation. On the wooded height of the Niederwald opposite Bingen stands the

great National Monument, which commemorates the restoration of the German Empire,—an impressive structure consisting of a colossal statue of Germania, 33 feet high, upon a pedestal 78 feet.

Before landing in Rotterdam we were convinced that the "Dutch had taken Holland." There were evidences of it on every hand, in windmills of enormous size and strength, used for grinding corn, sawing timber, manufacturing paper, and pumping superfluous water from the low ground, through the canals, to the sea; in great dykes which protect the homes of the people from the ever encroaching waters of the ocean; and in the homes, themselves, constantly scrubbed and polished by their occupants with whom cleanliness is sometimes almost a monomania.

Rotterdam is surely conservative—its horse-cars show that, but it will soon use electricity for motive power and then tourists can move more quickly about its busy streets which are thronged with people and traffic of all kinds. The post-office building is a fine structure and the presence of a gentlemanly official interpreter helped us to feel at home in this strange old city of 350,000 people where small mirrors, quite common in Dutch and Flemish towns, are so fastened to the windows as to enable the inmates of the houses to see all that takes place on the streets without being seen themselves—a condition which puts

one on his good behavior and makes him walk erect with his best foot in the foreground as much as possible.

Rotterdam is the birthplace of the illustrious scholar, Erasmus, and we were permitted to look upon the house where he first saw the light, and the bronze statue erected to his memory, in the Great Market, in 1622.

The trip to Delfthaven, the place where a party of the Pilgrim Fathers embarked for America in 1620, was made in the upper story of an omnibus which furnished movements in all directions at one time and at excursion rates. It is generally believed that these Pilgrims came to America to secure religious freedom but if they ever rode in a vehicle like the omnibus referred to, and there was any possibility of being compelled to repeat the experience, they were justified in leaving the country for reasons not recorded in the ordinary school history.

More than half a million people live in Amsterdam, the seat of the Bank of the Netherlands, one of the leading financial establishments of Europe, and of the great diamond polishing mills, employing 10,000 workmen. The old city is very proud of its new electric street car system whose different lines are numbered in such a manner as to make it easy for even an American to find his way over streets with names unspellable and unpronounceable to any one but natives. The

fare is the same for a return ticket (good during the day it is issued) as for one way, thus making it impossible for any dissatisfied patron "to get even" with the management, after the manner of the Irishman who took his revenge on a hated American railway by buying a round trip ticket to New York when he was certain that he was not going to return. My discovery that the return fare was the same was made upon boarding the car for the Zoological garden, twenty-eight acres in extent and one of the most celebrated in Europe, the conductor inquiring in a mixture of Dutch and English whether I was coming back or not. What led him to think that I might possibly not return from a zoological garden, is still a mystery which it is, no doubt, best not to attempt to solve.

The island of Mårken in the Zuyder Zee, reached on a delightful excursion from Amsterdam, is the home of a peculiar class of fishermen with gayly-colored dress, strange customs and clean and tidy homes, to which a visit on the part of tourists is considered an honor by the occupants. There is at least one place in the world where men enjoy the distinction of using more material than women for a costume, the excess, however, going into balloon trousers instead of sleeves. Here we had a glimpse of a Dutch school whose course of study seemed to consist in a large part of memorizing passages of scripture

copied on the blackboard by the teacher. The visions which had come to us of the exceptional opportunities for making a noise, which the Dutch school boys were supposed to enjoy on account of the wooden shoes which they wear, all vanished when we saw these shoes carefully lined up in the outside hall. In reality the poor little fellows have no chance at all in their stocking-feet to cause any unusual commotion.

The Hague, with its broad, straight streets, large squares, substantial houses, well-shaded promenades, and impressive monuments is a really beautiful city, while the "House in the Wood" where the International Peace Conference met in 1899 is known around the world for both its beauty of location and of the walk which leads to it. In the light of subsequent history the "Peace Conference" seems to have been incorrectly named, but there is still a possibility at least that before the Czar of Russia gets through with the contract now on hand, he may be taught a lesson which will give him a leaning toward arbitration in the future.

Everybody who visits The Hague goes to Scheveningen, (pronounced all at once by the Dutch in a manner impossible of imitation by Americans who have reason to rejoice if they can even learn to spell it), known as a bathing resort for nearly a century and now the most fashionable watering-place in Holland,

with a fine beach visited by more than 30,000 people each season. The drive or walk connecting the two places is one of the most beautiful in Europe, while the singular costumes of the fishwomen, many of whom live in the town, the sand dunes, which are numerous along the shore, and the ocean itself, combine to make the scene an attractive one. Our Fourth of July was spent

here without even a fire-cracker to give expression to our love of country and with weather so cold as to make the heaviest clothing a necessity for bodily comfort—"exceptional" weather of course which made even the thought of an ocean bath unpleasant.

O. T. CORSON.

(To be continued.)

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY— SECOND YEAR—1904-1905.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's Mental Growth and Control or Sabin's Common Sense Didactics.

II. *English*: Higginson and Boynton's A Reader's History of American Literature and Shakespeare's Julius Caesar, or Higginson and Boynton's A Reader's History of American Literature and Ella May Corson's Glimpses of Longfellow.

III. *History*: (a) Moran's Theory and Practice of the English Government or Pearson and Harlor's Ohio History Sketches. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. *Nature Study*: Brigham's Geographic Influences in American

History or Scott's The Story of a Bird Lover.

A choice is allowed between history and Nature Study.

A USABLE SCHEDULE FOR THE WORK OF THE YEAR.

September, 1904.

- (1) Mental Growth and Control, Chapter I to V; or (2) Common Sense Didactics, Chapters I to V. (3) History of American Literature, Chapters I to IV.

October, 1904.

- (1) Chapters V to VII, or (2) Chapters V to IX. (3) Chapters IV to VII. (4) Ohio History Sketches, to page 103, or (5) The English Government, to Chapter V. (6) Geographic Influences in American History, to Chapter III, or (7) The Story of a Bird Lover, to Chapter IV.

November, 1904.

(1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

(1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

(5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) Glimpses of Longfellow to Chapter VII, or (9) Julius Caesar, two acts.

February, 1905.

(5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9), three Acts.

March, 1905.

(5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) The entire Play. (1) or (2) Review first half.

April, 1905.

(1) or (2) Review Second half. (3) Review (9) the entire play.

MENTAL GROWTH AND CONTROL.

CHAPTER V.

1. Recall examples of instinct among the "lower animals"; in

man, in vegetable life. 2. Search for a definition of instinct broad enough to cover the three. The etymology of the word. 3. The author's claim as to the richness of man's endowment in this regard. 4. The prime and persistent use of instinct.

CHAPTER VI.

1. What things only can we remember? p. 119. 2. Three conditions of vivid recollection. 3. Relation of association to memory. 4. What sort of training will cause one to view the world as through "a slit?" 5. Different sorts of brains. Practical hint therefrom. 6. Nature's development of a genius. 7. The uses of forgetting. 8. Something better than any system of mnemonics. 9. What is memory not? p. 137. 10. Scriptural allusion in final sentence.

CHAPTER VII.

1. Carlyle's assertion as to Habit; Dr. Holmes's. 2. "The fine thing about the faculty of habit" pp. 142, 157. Prolonged simile of habit and a path. 3. When the willow's roots turn and grow toward the water is it a habit, an instinct or —? 4. How is the brain, as a machine, relieved by the "faculty of habit?" 5. Which seem the more perfect of their kind, volitional or involuntary acts? 6. Dr. Holmes's "fear of ships," and Dr. Johnson's fear of ghosts—habits? instincts? 7. Enlarge upon habit

as "a great fly-wheel." 8. Make a short list of habits you are trying to repress. No need? As Henry V. said to Catherine: "Can any of the neighbors tell?" 9. The cardinal habit of truthfulness.

J. J. B.

A READER'S HISTORY OF AMERICAN LITERATURE.

CHAPTER IV-VII.

1. Cards as a substitute for culture and conversation in early New York. 2. The father of the Knickerbocker School, and why so styled? 3. What of Irving's work is most likely to last? 4. Contrast Irving and Cooper. 5. Bryant, the man and poet. 6. Have you ever seen in Bryant's or Longfellow's poetry any signs of yielding to "an occasional impulse toward humor?" 7. Shakespeare in colonial America. 8. Boston's rise as a literary center. 9. Our author's characterization of Webster. 10. What field of history did Sparks cultivate? Bancroft? Prescott? Motley? Parkman? 11. Think out a probable reason for Bacon's ranking history as science rather than as literature. Could it be both? 12. How did the genius of New England find its highest expression? 13. What possibly are the signs that the "shadow of oblivion" is already lowering upon Curtis and Warner? 14. Name the authors of the Cambridge group. Add a half dozen things worth knowing

about each. 15. Contrast Snow-bound and Evangeline. 16. Against what critics does Col. H. defend Thoreau? C. C. Abbott in a brilliant essay on the dweller by Walden Pond, says: "there lurked no cunning in Lowell's pen to tell the world who and what Thoreau really was."

REVIEW MATTERS.

1. Page 83.—Explain; "More heroes and generals all over town than would fill a new Iliad." 2. Page 84.—What did Addison and Steele do for London. 3. Page 91.—What seems to be the "rising tribunal?" 4. Page 94.—Meaning of the shirt-sleeves proverb? 5. Page 98.—What recent recognition of the poetic element in Indian character? It is out of sight from here. 6. Page 102.—

"When the Aronia by the river
Lighted up the swarming shad."

Whittier.

Change "Aronia" to shad-bush and read the lines aloud. 7. Page 103.—Is Thanatopsis a "boyish" poem? 8. Page 112.—Stat nominis umbra. Who is something more? 9. Page 115.—"From whom—Emerson—a delicate sense of humor was as inseparable as his shadow." Precisely, and sometimes in delphic oracles darkness precludes shadow. 10. Page 116.—"Nothing which has entered into our experience is ever lost." *Channing*. "I am a part of all that I have met." *Tennyson*. "I find my own complexion everywhere." *Emerson*. 11.

Page 118.—“The invisible and wandering air.” Quotation? 12. Page 145.—“It was Emerson * * who really set our literature free.” In harmony herewith the other day Prof. Green said to an Ohio institute: “Emerson’s *The American Scholar* is American Literature’s declaration of independence.” 13. Page 146.—In the phrase “tumbled about in libraries” quoted, as he says, from Holmes, possibly Col. Higginson is recalling a well-known bit of Lamb: “She,” Bridget Elia, “was tumbled early * * * into a spacious closet of good old English reading * * * and browsed at will upon that fair and wholesome pasturage.” 14. Page 155.—What excellent novel was written by Dr. Mitchell? worth several readings. 15. Page 156.—“Podas okus,” swift as to his feet. J. J. B.

MORAN'S "THE ENGLISH GOVERNMENT."

CHAPTER I-V.

1. What is the nature of an unwritten constitution? Is the constitution of England wholly unwritten, or only partly so? 2. What is the meaning of the term “un-constitutional” in England and in the United States? 3. Why did Bagehot call the English Government a “disguised republic?” 4. How does the power exercised by King Edward VII. compare with that of Henry VIII.? 5. What is the relation of the “Witan” to the present English Government? 6.

How is the succession to the throne determined at the present time? In case the present King should die, could Parliament prevent his eldest son, the Duke of York, from ascending to the throne? 7. Mention the theoretical prerogatives of the Crown. How many of these does King Edward VII. exercise in practice? 8. Explain “ministerial responsibility.” 9. Show the difference between the veto power in England and in the United States. 10. What is the importance of the Coronation ceremony? 11. In what sense is the Crown the “Fountain of Justice?” 12. Does the King of England exercise a pardoning power similar to that exercised by our President and the various State Governors?

NOTE.—What is the essential difference between the doctrine of the Conservatives and the Liberals in England? The Conservative party has been in power since 1895. Note in the newspapers any indication of a change of parties. Note also the effort which is being made by Joséph Chamberlain, late Secretary of State for the Colonies, looking towards the adoption of a protective tariff.

Pages 42-89.

1. What rules govern appointments to office in England? 2. What is the relation of the Church of England to the Government? Is there a similar arrangement in the United States? 3. By what authority are pensions granted in England? How is the pension granted in the United States? 4.

What authority in England has the power to declare war? What is the arrangement in the United States? Which plan, in your opinion, is the better one? 5. How are treaties made in England? How in the United States? 6. Why is the crown called "the fountain of honor?" 7. What is the "Sign Manual?" 8. Along what specific lines may the moral influence of the Crown be exerted? 9. Why is the Cabinet "the most important feature of the English Government?" Is the United States Cabinet correspondingly important? 10. How did the English Cabinet originate, and why was it so named? 11. Give the four periods in the development of the Cabinet.

GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY.

1. The route Columbus took. The Mediterranean portal: defend the title. 2. Montreal: Cluster some associations about this word. "St. Lawrence and the Lakes, a gateway:" to what? 3. The English in America. Eastern Gateway to U. S. Reason for the grand scenery on the lower Hudson. 4. An old time outlet for the Great Lakes? The Mohawk Valley: describe it. 5. Something about the land of the Iroquois. 6. The Dutch settlements. 7. The Hudson river in early American history. 8. The reason for the Erie Canal. 9. New York harbor. 10. Geographical changes that made a great city in-

evitable near the mouth of the Hudson, and what has man done to make assurance doubly sure? 11. New York's claim to be the Key-stone State. 12. Who was the discoverer, esthetically speaking, of the Hudson River?

CHAPTER II.

1. Show the geographic unity of New England. 2. Proofs that New England was once a volcanic region. 3. The chief drainage systems. 4. Thickness of the glacial ice. 5. Drift, what, where, how caused? 6. Foundation of lakes. 7. Explain the first word: "Hence granites, marbles, and slates abound." 8. "Abandoned farms"—the main cause. What might well take their places? 9. Explain: "In Wildest Rhode Island." 10. Formation of waterfalls: their relation of man: illustrations. 11. Border lines of Maine: causes of its marvelous irregularity. 12. Cape Cod, describe, read Thoreau's book of the same name. 13. Define "drowned streams," "tidal rivers," "Moraines." "mountain roots." 14. Comparison between New England and Northern Europe. 15. To the comments about Salem, page 57, add an incident in the life of our greatest prose writer. 16. Expand: "New England was discovered from the sea." "New England could not be the key of Eastern America in war." 17. Causes of the present shifting of cotton manufacture. 18. What inferred illustration of

the limits of the power of physical features over man. 19. Did climate have something to do with men's notions about slavery? 20. What—page 66—does our author mean that “we can trace in New England's literature”? Emerson's rank as a poet of Nature. 21. Other writers, notably Thoreau, who copied into their writings sentences from “Nature's infinite book of secrecy.”

NOTES ON “COMMON SENSE DIDACTICS.”

By Henry Sabin.

SUGGESTIONS.

I have said in the suggestions to the teacher; “Read this book with pencil in hand.” It is not the first reading of a chapter, but rather the second in which the use of the pencil will be found most useful. When you have read a chapter or several of them do not think you are done with the book. As there is soil which can never be exhausted, so I hope in this book you will find passages which will serve to awaken thought and stir the mind to activity, no matter how often you peruse them. Mark such passages to be re-read.

The questions at the close of each chapter are intended simply to guide the reader's thoughts in reviewing his work. They need not be answered with the book open before the teacher, but if they some time lead him to re-read certain pages more carefully, they will serve a useful purpose. Do not

neglect the questions nor the suggestions. Learn something of the authors quoted. Who is William T. Harris? Who was Emerson E. White, or Horace Mann or David P. Page? There are hundreds of teachers who cannot answer such questions intelligently.

CHAPTER I.

While I insist that teaching is telling, I wish to emphasize the fact, that telling is not teaching. The mere statement of a fact does not necessarily improve the pupil or awaken any spirit of inquiry. The remarks of Dr. James on Page 13 will not apply in such cases.

I hope you will pay especial attention to the matter of study. It is a habit which the teacher must cultivate in order to inculcate it in others. Observe also the plain distinction which exists between work and play. Avoid the tendency to make the school-room a play-house rather than a work-shop.

Consider when you read the paragraph concerning education three points. First, education is development. No matter what definition from books we accept, we come at last to the same conclusion. Some one has lately said, no man was ever educated by thinking. The thinking workman is as Saul among his brethren. The second proposition is this, the process of education is an unbroken growth; an unfolding from the hour of one's birth to the day of his death of the faculties

and powers which characterize man. The third proposition is an outgrowth of these two. The sole object of education is to stimulate and direct development, to encourage the growth of the thinking powers and to fit the youth to undertake the duties which life may place upon him.

CHAPTER II.

You will judge from the first five pages of this chapter that the teacher should take great pains to govern his tongue. The careful attention to one's daily conversation when in public or with his companions will repay the teacher in the peace and quiet which will follow his daily work. Some things are here said concerning the personal character of the teacher to which you may well take heed. I have placed it as the very first qualification. Next follows in the line of

qualifications what Payne says: "The teacher must be a scholar." The book bears witness against anything in the shape of cramming and shamming. Then follows a note worthy of careful thought which concerns fullness and accuracy of preparation on the part of the teacher. Keep in mind the important fact that the pupil and the teacher study the lessons but with very different ends in view. Falling into the ruts, as we designate it, is very bad. Continually attempting to drive in the ditch and seeking the rough places, as a matter of experiment, is just as bad. In the quotations in this chapter look up something concerning George Howland and Francis W. Parker, because they were eminent in our day. There are other quotations at the end of this chapter which it will pay you to study.

HELPS, HINTS, AND SUGGESTIONS.

RESOLUTIONS

Adopted by the National Educational Association, St. Louis, Mo., July 1, 1904.

The members of the National Educational association, assembled in their Forty-Third Annual Convention, make the following

DECLARATION

1. We cannot emphasize too often the educational creed first

promulgated more than a century ago that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This declaration of the fathers must come to us now with newer and more solemn call when we remember that in many parts of our common country the funda-

mental questions of elementary education—local taxation, consolidation of weak schools, rational supervision, proper recognition of the teacher as an educator in the school system, school libraries, and well trained and well paid teachers—are still largely unsettled questions.

2. We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunities for training in social and civic efficiency.

3. The very nature of the teacher's task demands that that task be entrusted only to men and women of culture and of intellectual and moral force. Inadequate compensation for educational work drives many efficient workers from the school room and prevents many men and women of large ambition for service from entering the profession. It is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of \$300 a year, which is about the average annual salary of teachers thruout the country.

4. The Bureau of Education at Washington should be preserved in its integrity, and the dignity of its position maintained and increased. It should receive at the hands of our lawmakers such recognition and such appropriations as will enable it not only to employ all expert assistance necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our Government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education.

5. We would emphasize the necessity for the development of public high schools wherever they can be supported properly, in order that the largest number possible of those who pass thru the elementary grades may have the advantage of broader training, and for the additional reason that the public elementary schools are taught largely by those who have no training beyond that given in the high schools.

6. As long as more than half of our population is rural, the Rural School and its problems should receive the solicitous care of the National Educational Association. The Republic is vitally concerned in the educational development of every part of its territory. There must be no forgotten masses anywhere in our Union of States and Territories, nor in any one of its dependencies.

7. We believe that merit and

merit alone should determine the employment and retention of teachers, that, after due probation, tenure of office should be permanent during efficiency and good behavior, and that promotions should be based on fitness, experience, professional growth, and fidelity to duty. We especially commend the efforts that are being made in many parts of the country whereby teachers, school officials, and the general public working together for a common purpose are securing better salaries for teachers and devising a better system for conserving the rights and privileges of all and for improving the efficiency of the schools.

8. We declare further that, granted equal character and efficiency, and equally successful experience, women are equally entitled with men to the honors and emoluments of the profession of teaching.

9. We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the mental, moral and physical well-being of the child, and will be conducive to his educational development into American citizenship.

10. The responsibility for the success or failure of the schools rests wholly with the people and therefore the public schools should be kept as near to the people as practicable; to this end we endorse the principle of popular local self government in all school matters.

11. Since education is a matter

of the highest public concern, our public school system should be fully and adequately supported by taxation; and tax laws should be honestly and rigidly enforced both as to assessment and collection.

12. We congratulate and thank the management of the Louisiana Purchase Exposition for giving education first place in the scheme of classification, for the location and grandeur of its building, and for the extent and arrangement of the educational exhibits. Such recognition of education is in harmony with the genius of our democracy and will stimulate interest in popular education thruout the world.

CHARLES D. MCIVER, of North Carolina, *Chairman*,

JOHN W. CARR, of Indiana,

AMELIA C. FRUCHTE, of Missouri,

MARGARET A. HALEY, of Illinois,

ANNA TOLMAN SMITH, of District of Columbia,

AUGUSTUS S. DOWNING, of New York,

S. Y. GILLAN, of Wisconsin,
Committee on Resolutions.

EXAMINATION QUESTIONS SEPTEMBER, 1904.

Uniform Examination Questions for County Teachers' Examination for Teacher's Elementary School Certificate, Prepared under the Direction of the State School Commissioner, and Sent out from His Office in Accordance with Section 4071a of the New School Code.

ENGLISH GRAMMAR.

1. What is the province of Eng-

lish Grammar? 2. Distinguish between etymology and syntax. 3. What is inflection? Its purpose? What parts of speech are inflected? Illustrate by an example of each. 4. Define Case. Name all the cases of substantives, and illustrate each in sentences. 5. What is meant by the relation of substantives? Name all the relations of substantives, and illustrate each in sentence. 6. State the case and the relation of the substantives in the following: (a) This landscape is Foster the painter's. (b) Americans style Washington "the father of his country." (c) Men wish to be practically instructed. (d) "Who hath ears to hear, let him hear." (e) "I sit a queen, and am no widow." 7. What is Mode? Name the modes. Write three sentences, each illustrating the use of a different mode of the predicate verb. 8. State the modes of the verbs in the following sentences: (a) He was offended and would not play. (b) "And live we how we can, yet die we must." (c) "Hallowed be thy name." (d) "Water to drink is scarce." 9. Write examples of the different forms of sentences, and analyze each example. 10. Explain the difference between double objects, and direct and indirect objects. Illustrate by use of sentences.

PHYSIOLOGY.

1. What is the difference between the right and left sides of the heart? Give reasons for the difference. 2. What is meant by food? How many and what classes of food? 3. What is perspiration and what are its effects? 4. What is callus, a corn, a blister? 5. What is a gland, an organ, a cell? 6. Give a minute description of the spinal cord. 7. Apply the following adjectives to

the correct nouns: Parotid, synovial semilunar, subcutaneous, metatarsal. 8. What becomes of alcohol in the body? 9. What causes the thirst for alcohol to increase? 10. What is the difference between a stimulant and a narcotic?

ARITHMETIC.

1. Describe your method of presentation of long division to a class taking up the subject for the first time. 2. Find the difference between 32 rd. 1 ft. 5 in., and 31 rd. 5 yd. 2 ft. 10 in. 3. Sold a lot for \$600 and gained 33 $\frac{1}{3}$ %; if it had cost me \$300 more, the loss would have been 20%. Find the cost of the lot. 4. Which is the better, a discount of 25% and 10% off, or a discount of 33 $\frac{1}{3}$ %? Illustrate to prove your statement. 5. Find the rate of interest on an investment in government 3% bonds bought at 115. 6. Make a tax-table providing for a tax of \$16,875 on \$1,500,000 valuation of property. What would be the tax on a property valued at \$6,500? 7. What is the time of day when 2-3 of the time to noon equals 3-5 of the time past midnight? Write analysis. 8. If it cost \$800 to fence a farm 80 rods square, how much more will it cost to fence a farm of equal area in the form of a rectangle, four times as long as it is wide, with the same kind of fence? 9. A ladder 78 feet long stands close against a building. How far must the foot of the ladder be drawn from the building to lower the top 6 feet? 10. Reduce 10 oz., 18 pwt., 18 grs., to the decimal of a pound avoirdupois.

READING.

1. Name the recognized methods employed in teaching primary pupils to read. What do you use?

Why? 2. What is the place of phonics in teaching reading? 3. What is the chief purpose of the reading lesson in the First Grade? In the Fifth Grade? Give reasons for your answers. 4. What are the essentials of good oral reading? 5. How would you secure these essentials with your pupils? 6. Give a sample of your own oral reading.

ORTHOGRAPHY.

1. What is an elementary sound? How many in the English language? 2. What is a diphthong? Represent five diphthongs. 3. What is a digraph? Represent two digraphs. 4. What is a prefix? Use ten prefixes in words and give meaning of the following suffixes: er, ible, ly, ist. (Examiners will detach No. 6, and read to applicants for spelling of the twenty words in italic type). (a) "*Travelers from distant regions shall in vain labor to decipher on some moldering pedestal the name of our proudest chief.*" (b) The *clever thief* stole the farmer's finest *heifer*. (c) The *enraged farmer pursued* him in hot *haste*. (d) The thief was a *conceited foreigner, carrying a large valise*. (e) The *unscrupulous villain* had many *colleagues*.

WRITING.

The character of writing in the manuscript on orthography will determine the grade of penmanship.

UNITED STATES HISTORY.

1. Name (a) five European nations that made early explorations in America; (b) one explorer from each nation; (c) one region visited by each explorer; (d) the permanent results, if any, left by each nation. 2. (a) Describe briefly the ships in which Columbus sailed to America; (b) What qualities of

character did he exhibit during his first voyage? Give proofs. 3. What financial crisis did the United States have to meet early in its history? How was it met? Under the leadership of what statesman? 4. Write briefly upon the Mexican War; (a) causes; (b) righteousness or unrighteousness; (c) transfer of territory; (d) other results. 5. Give the arguments for and against slavery as they would have been given by typical Southerners and Northerners. 6. Describe the character of Abraham Lincoln. What in his early life developed the qualities that made him the right man for the presidency at the time he was elected? 7 (a) Give the date of the Louisiana Purchase. (b) What states and territories have been made from the territory then acquired? 8. Explain any three of the following terms: Mason and Dixon's line; squatter sovereignty; contraband of war; specie resumption; spoils system. 9. From the following list select five, and make a statement of historic interest about each: Daniel Webster, Henry Clay, Samuel Adams, John C. Fremont, Elias Howe, Joseph Smith, John A. Roebling, Dewitt Clinton, Cyrus W. Field, Fort Duquesne. 10. Mention three financial measures advocated by Hamilton for raising a revenue and strengthening the credit of the nation.

THEORY AND PRACTICE.

1. Define consciousness and sense-perception. What psychical elements are involved in sense-perception? 2. Explain and illustrate what is meant by natural incentives. 3. Define memory, imagination, percept and sensation. 4. Name the list of eight books in the O. T. R.

C. course for the year 1903-1904. 5. Name the best American educational periodicals. Which of these do you read? 6. How do you lead your pupils to a real appreciation of literature? Name some representative selections which should be taught in every good school. 7. What method would you employ in teaching beginners to read? Give reasons for your answer. 8. What are the objects of the recitation? 9. Illustrate the difference between inductive and deductive reasoning. 10. Write a short sketch of the life and work of Horace Mann.

GEOGRAPHY.

1. Give three general divisions of the subject of geography and define each. 2. Compare the climate of Oregon with that of New England, and give reasons for your statement. 3. Name the bodies of water on which you would sail in going from Duluth to Liverpool. 4. Name a section of the United States where farmers are particularly troubled from (a) lack of rainfall; (b) river overflows; (c) wornout soil; (d) swamp lands; (e) stony surface. 5. What and where are the following: Finland, Deccan, Yalu, Vesuvius, Kimberley? 6. Give three reasons for the uncultivated condition of the country and uncivilized condition of the people of Africa. 7. State approximately (a) the latitude of the Hawaiian Islands; (b) the direction and distance of these islands from San Francisco. 8. Name the first three commercial cities of the United States. 9. Which city on the Mississippi river has the greatest natural advantages for (a) manufacturing? (b) commerce? (c) Give reasons for answers. 10. (a) What is the population of Ohio? (b) its area? (c) What is the lati-

tude and longitude of New York City?

High School Certificate.

GEOMETRY.

1. Define point, line, angle, vertex and figure. 2. Illustrate all kinds of lines, angles, and four-sided figures, giving proper name to each illustration. 3. Define axiom, theorem, problem, corollary, and scholium. 4. Prove that if two angles of a triangle are unequal, the side opposite the greater angle is the greater. 5. Prove that the diagonals of a parallelogram bisect each other. 6. Prove that the area of a triangle is equal to half the product of its perimeter by the radius of the inscribed circle. 7. How many cubic yards of earth must be removed in constructing a tunnel 100 yards long, whose section is a semicircle with a radius of 10 feet? 8. The side of an equilateral triangle is 20 feet. Find the radius of the circumscribed circle.

GENERAL HISTORY.

1. Give an account of the First Punic War. 2. State the causes of the downfall of the Roman Empire. 3. What terms of settlement were presented by Germany and accepted by France at the close of the war between these nations? In what way has that settlement kept in existence the enmity between these two nations? 4. Explain briefly the significance of the following: Salamis, Talleyrand, Kossuth, Trafalgar, Calvin, Pharsalia, Gutenberg, Sedan, Phidias. 5. Refer to some leading events or famous accomplishments in the lives of the following persons: Louis Hennipen, Edward Jenner, Sir William Herschel, Luigi Galvani, Louis Daguerre. 6. State what you can of the present political parties of Great

Britain, as to the sympathies, purposes, and policies of each. 7. Give some incidents of interest or especial purposes in the public lives of Louis Adolphe Thiers, Richard Cobden, Von Moltke. 8. Give a sketch of the life of Napoleon I, keeping as near as possible in the order of their occurrence the principal events connected with his career.

LITERATURE.

1. What is literature? What was the primitive method of distributing literature? The modern method of distributing literature? 2. What characteristics of a composition entitled it to the name of literature? In what form is the earliest kind of composition in all languages? State something of the oldest poem in the English language. 3. Who was the first writer of English prose? What was his chief work, and when did he write it? 4. Write a brief sketch of Chaucer's life and work. 5. Describe the "Faerie Queene." Who is its author and what was his purpose in writing it? 6. Name five leading authors that belong to the Elizabethan age, and the principal work of each. 7. State the author of each of the following: *Thanatopsis*, *The Rivals*, *Childe Harold's Pilgrimage*, *Vanity Fair*, *Utopia*, *Adam Bede*, *Psalm of Life*, *Rasselas*, and the *Star-Spangled Banner*. 8. Name three novels which you consider best as types of highest forms of novels. In what does each excel? 9. How was early American literature affected by the political and social conditions of the times? Name five early American writers, and one production of each. 10. Give a brief sketch of the life and work of the author of "The Vision of Sir Launfal." Make a brief review of this poem and state

in what grades of your school you can make good use of it.

CIVIL GOVERNMENT.

1. What laws were enacted at the last general assembly of Ohio of especial interest to teachers? 2. What do you understand by the terms, common law, constitutional law, and statute law? 3. Which of the two houses of Congress has jurisdiction relative to impeachments? Which with reference to executive nominations to office? When does the Chief Justice of the Supreme Court preside over the Senate? 4. What are the powers and duties of the Civil Service Commissioners? Of the Inter-State Commerce Commissioners? 5. What are the duties of an administrator? Of a trustee? Of a guardian? of an executor? 6. What do you understand by admiralty jurisdiction? What is referred to in the term, Letter of Marque? 7. What is the present law of Ohio relative to naturalization? 8. When and for what purpose was a Court of Claims established? 9. What do you understand by the terms, electoral college, executive session, political appointment? 10. Name the elective officers of a country, and state the duties of each.

PHYSICAL GEOGRAPHY.

1. How does the Nebular Theory account for the present form and internal heat of the earth? 2. Show briefly how the position and form of the land may affect currents of the sea and of the air. 3. Explain the meaning of the terms, boiling-point, freezing-point, dew-point. 4. Describe a glacier. What are moraines? Classify them. 5. Explain the mode of reasoning by which it can be shown that many sandy

plains have once formed the bottom of the sea. 6. What is the origin of coal? Of limestone? Of the Great Lakes? 7. What are artesian wells? What is the principle involved? 8. Enumerate some characteristic form of vegetation in the temperate zone. 9. What is the cause of winds? Describe, with diagram, the trade winds. 10. Why are winds often rainy which come from lower to higher latitudes, or from warm to cool climates, while, blowing from higher to lower latitudes or from cold to warm regions, they are dry?

ALGEBRA.

1. Define Algebra. Make a brief but clear explanation, as you would to a class, of the rules for signs in subtraction and multiplication. 2. Factor $c^2+2cd+3c+3d-10+d^2$. 3. Find the greatest common divisor of x^3+1 , x^3-2x-1 , x^3+x^2+2x+2 . 4. In a mile race A gives B a start of 44 yards and beats him by 51 seconds. In the second trial A gives B a start of 1 minute and 15 seconds and is beaten by 88 yards. Find the rate of each in miles per hour. 5. What is a quadratic equation? Write examples of the different kinds of quadratic equations, and give proper name to each example. What are simultaneous quadratic equations? 6. The difference of two numbers is 3.8 of the greater, and the sum of their squares is 356. What are the numbers? 7. Find two numbers in the ratio of 5 to 6, and whose sum is 121. Find the value of x , y and z :

$$\begin{array}{r} \begin{array}{ccc} 1 & 1 & 17 \\ - & + & - = - \\ x & y & 72 \end{array} \\ \begin{array}{ccc} 1 & 1 & 1 \\ \hline y & x & 90 \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{ccc} 3 & 4 & 31 \\ - & + & - = - \\ x & z & 40 \end{array} \end{array}$$

LATIN.

1. Translate: Loci natura erat halec, quem locum nostri castris delegerant. Collis a b summo aequaliter declivis ad flumen Sabim, quod supra nominavimus, vergebat. Ab eo flumine pari acclivitate collis nascebatur, adversus huic et contrarius, passus circiter ducentos infimus apertus, a superiore parte silvestris, ut non facile introrsus perspicui posset. Intra eas silvas hostes in occulto sese continebant; in aperto loco secundum flumen paucae stationes equitum videbantur. Fluminis erat altitudo pedum circiter trium.

2. Decline: haec, passus, pari and pedum. Compare: infimus and facile. Give the principal parts of delegerat, nascebatur and videbantur.

3. Translate: Inde ubi prima fides pelago, placataque venti dant maria et lenis crepitans vocat Auster in altum, deducunt socii naves at litora complent.

Provehimur portu, terraque urbesque recedunt.

Sacra mari colitur medio gratissima tellus

Nereidum matri et Neptuno Aegaeo,

quam pius Arcitenens oras et litora circum

errantem Mycono e cesla Gyaroque revinxit

immotamque coli dedit et contemnere ventos.

4. Translate into Latin: (a) Caesar will not receive terms

of peace from those who have treacherously made war upon him. (b) Knowing the weakness of the enemy, he will not wait until the Gauls follow him.

CHEMISTRY.

1. What properties of charcoal made it a purifier? 2. If a cold tumbler be held over the flame of a candle, water is deposited upon the inside of the glass. Account for the formation of the water. Now, if the water be acidulated and a piece of zinc immersed in it, the water will disappear. What becomes of it? 3. Define basicity of acids. How is the name of a salt derived from that of an acid? 4. Given ammonium carbonate and nitric acid, how will you prepare laughing gas from the materials? 5. Translate this equation into words: $2\text{H}_2\text{SO}_4 + \text{C} = 2\text{SO}_2 + 2\text{H}_2\text{O} + \text{CO}_2$. Show that this is a true equation. 6. If you have a liter of gas at 0° , what will it become at 30° ? 7. Why is the flame of a Bunsen burner less luminous than an ordinary gas flame? What is a combustible substance? Is oxygen combustible? 8. Name the characteristic properties of iodine, hydrogen, potassium, Cl, C, Na.

PHYSICS.

1. Explain total internal reflection. What is meant by dispersion of light? 2. What is meant by the index of refraction? Give laws of refraction of light. 3. What is thermo-dynamics? Define latent, sensible, and specific heat. 4. Give the facts of gravity and the law of weight. If a body weighs 120 lbs. 2,500 miles below the surface of the earth, at what

distance above the surface will it weigh 80 lbs? 5. Explain the action of the mercury barometer. When is pressure greater, in fair or rainy weather? Give Mariotte's law. 6. Define energy, foot-pound, dyne, erg, and horsepower. 7. State Archimedes' principle. Give Pascal's law and rule for determining lateral liquid pressure. 8. Deduce the formula for measuring kinetic energy, when weight and velocity are given. 9. What is the weight of air in a room 30 feet long, 20 feet wide, and 10 feet high? 10. How much water per hour will be delivered from an orifice of 2 in. area, 25 feet below the surface of a tank kept full of water, not allowing for resistance?

BOTANY.

1. Name five plants which flower but once during their period of existence, and write the botanical term which indicates the duration of the life of each one named. 2. Where in the stem is the oldest tissue in cotyledonous plants. What organ mainly supplies plants with liquid food? With gaseous food? In what organ does assimilation in plants take place? 4. What is the part of a flower that bears pollen? What part bears ovules? What is fertilization? 5. In the classification of leaves, what are the bases of classification? Illustrate with drawing. 6. If a plant belongs to the ranunculaceae family, what distinguish points would you expect to find about it? 7. Define receptacle, multiple fruits, habitat, root, parallel veined, pericarp, rhizoma, stolons, inflorescence, hybrids. 8. How would you determine whether a plant

was an endogen or an oxygen? 9. Explain fully the importance of the study of Botany. 10. Name and describe each part of the flower and tell how they are arranged.

RHETORIC.

1. What is a figure of rhetoric? How do figures in rhetoric originate? 2. Define amplification. Write of its use. 3. Define sublimity, and give five of the qualities which produce emotion. 4. Define iambic pentameter. Why is blank verse mostly written in this form? 5. What is a periodic sentence? A loose sentence? A balanced sentence? Give an example of each. 6. What is emphasis? Give three rules for increasing emphasis in discourse. 7. Tell the figures in the following: (a) Life is an isthmus between two eternities. (b) I am tickled to pieces. (c) Gray hairs should be respected. (d) I see thirty sails. (e) Thou too, sail on, O Ship of State. 8. Copy the following selection, supplying the proper capitals and punctuation: poor wolf he would say thy mistress leads thee a dogs life of it but never mind my lad whilst I live thou shalt never want a friend to stand by thee 10. Write a brief outline or an essay upon one of the following subjects: The History of My Town; The Mineral Products of Ohio; Philippine Independence.

Special Certificate.

FRENCH.

1. Give the principal parts of the following verbs: Porter, recevoir, finir, naître, plaire, rendre, sortir, venir, rire, boire. 2. Translate into French (a) It is certain that he is guilty. (b) I hope you will answer

my letter. (c) He is the happiest person I know. (d) Were you thinking I was wrong. (e) Do you intend to leave to-day? 3. Write a synopsis of *fuir* in the third person singular indicative. 4. Parse *se* in each of the following sentences: *Ils se sont emparés de la ville. Ils se sont arrogé de grands avantages.* 5. Give a synopsis of *dire* in the first person singular subjunctive. 6. Translate the following: *Et sans perdre le temps de revenir sur cette décision, comme pour ne pas donner à la pensée le temps de détruire cette résolution désespérée, il se pencha vers le sac hideux, l'ouvrit avec le couteau que Faria avait fait, retira le cadavre du sac, l'emporta chez lui, le coucha dans son lit, le coiffa du lambeau de linge dont il avait l'habitude de se coiffer lui-même, le couvrit de sa couverture, baisa une dernière fois ce front glacé, tourno la tête le long du mur afin que le geolier, en apportant son repas du soir, crût qu'il était couché comme c'était souvent son habitude, rentra dans la galerje, tira le lit contre la muraille, rentra dans l'autre chambre, prit dans l'armoire l'aiguille, le fil, jeta ses haillons pour qu'on sentit bien sous la toile les chairs nues, se glissa dans le sac éventré, se plaça dans la situation où était le cadavre, et referma la couture en dedans.*

MUSIC.

1. State briefly some of the educational values of music. 2. (a) What is a rote song? (b) To what extent should rote singing be carried in public school work? 3. (a) Indicate the pitches that may safely be used in singing during the first two school years. (b) Give reasons why children six and seven years old should not be permitted to

sing above or below this compass except in very rare instances. 4. Give brief outlines, in order, of the things that must necessarily be mastered in order to read plain, ordinary music fluently from the printed page. 5. How may the principle of correlation be employed, in teaching music, as a means of securing interest on the part of a pupil who is not interested in music nor in the study of its notation? 6. Write a single part practical exercise of four or eight measures, containing as a problem for practice the combined intervals of a third and fourth. 7. Write the chromatic scale ascending and descending in the key of F-sharp. 8. What is meant by key of relationship? 9. Write a complete tune of eight or sixteen measures and diagram it, indicating phrases, sections and period. 10. Write an exercise in two parts, viz: Soprano and Alto, combining the parts so as to make correct harmony.

GERMAN.

1. Inflect the German expression for: A better, larger garden. Our new house. The first or second street. 2. Inflect the personal pronouns for the third person. 3. Write a synopsis of 'sich erinnern' in the third sing. ind. active. 4. Write the principal parts with the second and third sing. ind. active of the verbs signifying: Bring, break, succeed, think, set, lie, lay, answer, grind, flow. 5. Translate: Gentlemen, you are right, and you, my son, are wrong. If I were sick, * * (This in two ways.) 6. Translate: Vögleins erster Lebenstag.

Dort am Wiesenrand, in dem Gesträuch am Bach bin ich geboren. Als ich anfang, meine Umgebung zu unterscheiden, bemerkte ich, dass ich mich in Gemeinschaft mit fünf

Geschwistern in einem braunen Nestchen befand. Dasselbe war etwas zu eng, was sich uns bei zunehmendem Wachstume immer fühlbarer machte. Ich erinnere mich jedoch nicht, dass wir des Platzes wegen Streit mietinander gehabt hätten. Ueber uns erhob sich ein grünes Blätterdach, geschmückt mit duftenden Blüten. Wenn der Wind wehte und unser Häuschen hin und her schwankte, erblickten wir zuweilen ein Stück des blauen Himmels.

DRAWING.

1. How would you represent a circle when its edge is opposite the eye; when the circle is below the eye; above the eye? Illustrate. 2. Draw a box turned so you can see two sides. Have the top of the box opposite the eye, below the eye, above the eye. 3. Draw three objects in this room, as,—table, chair, book, waste basket. 4. For what were the Venetian artists noted? 5. What are the chief characteristics of the Egyptian art and architecture. 6. (a) What color is complementary to the color found in the petals of the sunflower? (b) What is the difference between a hue and a tint in color. 7. (a) Name four geometric problems most commonly used in mechanical draughting. (b) Circumscribe a circle about an equilateral triangle whose base is one and one-half inches. 8. (a) When necessary to take the projections of the base of an object, how is the object placed? (b) What is the generally accepted position of objects in the angle of projection? 9. (a) In mechanical drawing when curves are considered in combination with straight lines, which should be drawn first? (b) From what lines, are working

drawings constructed when curves are considered? 10. Draw to show the difference between a horizontal and a transverse cross section of a common drinking cup.

BOOKKEEPING.

1. (a) What are "personal" accounts? (b) Give an illustration. (c) State three kinds of accounts that are not personal. 2 Name and state the purposes of (a) a book of original entry; (b) three other books. 3. James Jennison bought of Henry Young, of Wellsville, N. Y., on February 2, 1901, 4 barrels of flour at \$5.25 a barrel; 20 pounds of creamery butter at 27 cents a pound; 5 pounds of tea at 60 cents. On February 5, 40 pounds of sugar at 6 cents; 4 pounds of coffee at 30 cents; and 8 brooms at 25 cents each. Using proper abbreviations and conventions make an itemized statement, or bill, of the above transaction August 1, 1901, and receipt the same for Henry Young as his clerk. 4. Consider the above account settled upon date of last purchase by promissory note for 90 days with interest. Write the note. 5. \$750.00.

Boston, Mass., Feb. 5, 1901.

At 3 days sight pay to the order of George Holmes, Seven Hundred Fifty — Dollars, value received and charge to the account of

RALPH HORTON.

To Harlow Bush,
539 Broadway, New York.

Considering the above, give in commercial terms (a) the name of the order; (b) the term applied to each party mentioned; (c) show that the party to whom the order is directed has agreed to pay it when due. 6. Write a check on the First National Bank of Wellsville, for \$175, payable to John Robinson & Co., date to-day. 7-8. Interpret the following entries from the books of Anderson & Jenkins and name the book from which each item is taken, also other books where each should appear

(a) F. C. Newman	Dr.
40 yds. silk at \$1.25	\$50 00
(b) John Sanderson	Cr.
Cash on account	\$112 40
(c-d) Samuel Briggs	Cr.
By 5 cords wood at \$2 00	\$10 00

Dr.

To cash	\$480 00
(e) Dr. Martin Johnson.	Cr.
To Mdse. \$39 18	By cash \$20 00
	" check \$19 18

9-10. On Jan. 1, 1901, Oscar Dana began business with cash on hand \$2,500. At the end of the first month he had on hand goods valued at \$1,750, cash \$575. Henry Howard's account showed a debit of \$585 and a credit of \$321; Amos Morris's account, debit \$447, credit \$200; H. W. Clarke's account, debit \$749, credit \$964. Required—A statement in proper form showing resources, liabilities, net capital, loss or gain.

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Mississippi School Journal.....	Jackson, Miss.
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Ohio Educational Monthly.....	Columbus, Ohio.
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Virginia School Journal.....	Richmond, Va.
Western School Journal.....	Topeka, Kas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....
.....	Madison, Wis.

THAT teacher who claims to be actuated by no considerations or salary in his work, and that other teacher who, in reality, is actuated by no other considerations both ought to seek other fields for the exercise of their peculiar talents and "give place to honest men."

THE Ohio Teachers' Federation advocated many of the best features of the school code and endeavored in a dignified manner to crystallize sentiment in favor of these features. This body strives to educate public opinion by methods that are straight-forward and honorable, and the work done thus far has abundantly shown the value of such an organization in our state. They are planning larger things for the future, but no one need fear

that anything revolutionary is contemplated.

As the machinery of the schools begins to move again, it is well for principals and teachers to consider the question of expenditure of money as applied to pupils. There is a tendency, year by year, on the part of classes, senior classes especially, to plan so largely that the expense often becomes burdensome to many members of the class, and right now, at the beginning of the year, is a good time for wholesome counsel and wise guidance.

INFORMATION is at hand to the effect that a township Board of Education has asked the teachers to sign an agreement not to demand pay for attendance at the county institute. The teachers were advised to decline to accede to the request giving as their reason that they are law-abiding citizens, and that it would be unseemly for law-breakers to be teaching in the schools. There is a vast deal of pleasure to be had from the contemplation of eternity, when one comes to think that it will give some of these small souls time to get their growth.

AT times when the task is hard, and the sands of courage are running low imagination is a great help. Work is one of the great boons in life, but sometimes it needs the brightening touch of im-

agination to help glorify it. Here is a choice morsel of philosophy that is pertinent in this connection: "Why, sometimes when the sods are tough and the stones thick I just make it up that I'm one of them mediaeval knights that I've read about a-riding toward his castle on a horse that cuffs his ears with every step, and I say 'Hoe, warder, hoe,' and it helps a lot."

IN the *Ohio Archaeological and Historical Quarterly* for July, is published an article on "Zane's Trace," by Supt. C L Martzloff, of New Lexington, which will attract wide attention. For several years Mr. Martzloff has been making investigations in the way of tracing accurately this first highway in Ohio and no time or expense has been spared in making this investigation thorough. He has rendered a distinct service to our state which all readers of history will not be slow to recognize. He has demonstrated that he has genius for original investigations, and this article is a monument to his patience and perseverance in a line of work that is really valuable.

THE other day a teacher stood before his class and asked a question and wrote the answer on the board before any one had time to reply. Then he asked for a show of hands on the affirmative and again on the negative and went right on talking, ignoring the fact that no hands

were raised on either side. He was active, energetic, earnest, and animated, but no one else was. He was to be paid for his work, and earned it, too, if values are to be measured in the mere wear and tear of protoplasm. But his only interest in the class was as spectators. If they had been dumb it would have suited his purpose quite as well. Some might have thought he was teaching. But not so. He was simply posing.

INDICATIONS all point to a large increase in the enrollment of the Reading Circle this year, and we hope the number may reach the 10,000 mark. No one who has listened to Commissioner Jones' address can doubt for an instant his interest in the work of the O. T. R. C.—and the inference is entirely fair that the people who read the books of the Reading Circle will be better prepared for the examinations than those who do not, other things being entirely equal. It is to be hoped that in the future fewer books will be selected by the Board of Control and no options indicated so that the work may be more concentrated and at the same time more definite. We believe that such a plan would, in the end, be more conducive to the interests of all concerned.

THE very attractive offers in the way of investments that are floating about so seductively these

days often fascinate and sometimes bewilder even teachers. We school people flatter ourselves, on the quiet, that we can "see through a ladder," but suddenly become stone blind as we listen to the ravishing music that has "dividends" for its refrain. There was once some oil stock that was paying twelve per cent, and yet was selling at thirty. There were those who bought and paid, and they still have the certificates as souvenirs. To be sure, rubber may be different and copper may be different, but so far as we know, or can learn, it is still true that the square on the hypotenuse is equal to the sum of the squares on the other two sides.

IF you will look you will see a teacher in the open door of a school house there at the road-side. If you will listen you will hear the bell which that teacher rings on this September morning. Look again and you will see children hurrying on in answer to the ringing of the bell. Wonder how that teacher feels this morning and how she likes to ring a bell. Wonder what she expects to do today and tomorrow—and all the other days that lie stretched out toward June. Wonder what the children expect to do all these days and whether they would rather go on with the playing. Wonder if what the teacher expects to do is better for the children than the playing. Wonder what the people are thinking who

live in the houses that dot the landscape round about. The ringing of that bell seems to concern a good many people — either *pro* or *con*.

ALL too slowly but somewhat surely are we coming to appreciate the value, from an economic standpoint, of caring for and beautifying school buildings and grounds. There are still many school houses that should not be used as habitations for children because of their ugliness and dilapidation — but, we are emerging from the dark ages — even though at a snail's pace. Sandusky is a good illustration. The grounds of the high school buildings are beautiful — with abundant flowers, trees, fountains, and grass. The beauty of the grounds is worth a trip of miles. Now the sequel. Supt. Williams gives out the statement that in all the years since he became superintendent there has not been a single flagrant case of vandalism, and he is very positive that this is due in large measure to patriotic pride in buildings and grounds.

IN A recent issue of the *Hawk-Eye*, of Burlington, Iowa, is an editorial which refutes the oft repeated statement that the buying of school books is a burden almost too heavy to be borne. The President of the Board had heard this hue and cry so often that he set about an investigation the results

of which surprised him. Four different persons, acting independently of one another, made estimates of the cost of books for children during the eight years below the high school. The results showed that the total cost for these eight years, including pencils, pens, is just about twenty-one dollars. This amount is reduced if second-hand books are passed along to other members of the same family. It is a good thing to have the truth about this matter. Many people spend hundreds for luxuries and then complain about school books.

THE printer needs to use new and large type this year or change the color of the ink if the printed page is to give any adequate notion of the great revival in institute work. There is no need to have recourse to hackneyed effete forms of saying it for they tell but little. The truth is we have crossed over into the promised land, and find it a goodly heritage. The teachers were there on Monday morning and the instructors were not required to exert their energies in an effort to drum up an audience. On the contrary, they were blessed with the new and exhilarating privilege of doing institute work from the very first talk. There is inspiration in numbers. The presence of the teachers and their evident interest will account for the sentiment that the instructors did better work this year than ever before. Of

course they did. They couldn't do otherwise. If those who are responsible for that provision of the school code which compensates teachers for attendance could have been present at some of these institutes they surely would have experienced a thrill of joy at the results of their work. The state of Ohio has been born again so far as institutes are concerned, and the interest at the institute augurs well for the work in the schools throughout the year. We shall be glad to see the tabulated reports of attendance this year compared with those of former years. Such a comparison will surely bear eloquent testimony to the wisdom of this feature of the school code.

HON. H. N. KIMBALL died at his home in Madison, August 31st, at the age of thirty-seven years. In the last Legislature he was chairman of the Committee on Common Schools in the House and always stood a fearless champion of the schools. By his undaunted courage in favor of what he thought right he won the respect of all his colleagues and the admiration of the entire state. In his death the teachers and schools of Ohio have lost a staunch friend.

THE beginning of another school-year is at hand, and there is something inspiring in the thought that in Ohio alone nearly a million boys and girls, fresh from a vacation

of three months, are about to take up their work of preparation for life under the direction of teachers employed by the state.

These teachers are of many types and can be classified in many ways. For present purposes let us think of them as divided into general classes — experienced and inexperienced. The first of these can be again divided into two groups — successful, but not fully satisfied, and unsuccessful, but hopelessly in love with themselves, their attainments, and their work. To attempt to advise in any general way either of these groups is not the purpose of this article. As a rule the first named find in themselves and in their own experience the greatest inspiration to better things, while the self-satisfied teacher, recognizing no need, is beyond the reach of help from any source. All that can be done in his case is to pray for the poor pupils who come under his influence and to hope that in the near future he may be called to some other sphere of labor where less harm is done.

The inexperienced teacher, however, is always recognized as a proper object of sympathy and advice and it is difficult to determine who is most in need of them — the one who begins work in the town and city with perhaps an over supply of methods made-to-order by supervisors or principals, or the other whose career opens in the little country school house where the

teacher is required to act in the capacity of board of education, legislator, judge, executive and general manager of the educational affairs of the district, with an opportunity of answering to many demands, the nature of which can never be catalogued.

Wherever the beginning may be made, the teacher who is to succeed in any true sense will very soon recognize that while there are principles which underlie all true teaching, the application of these principles is not a matter of direction by others; that very early in his career the lesson of self-dependence must be thoroughly learned; and that a modest but at the same time honest belief in himself and his ability to succeed, which is entirely foreign to self-satisfaction with everything connected with his experience, is absolutely essential to success. In "Sartor Resartus," the celebrated chapter on "The Everlasting No," Carlyle tells us that "the fearful Unbelief is unbelief in yourself," and no teacher, experienced or inexperienced, can hope to inspire boys and girls with a determination to be something and do something without a realization of *being something in himself and doing something for himself*. The power of initiative must be possessed by the teacher who is to be of any real service to his school.

It may be out of place to caution our inexperienced teachers against the mistake of criticising his prede-

cessors — some experienced teachers who ought to know better are guilty of this. If by chance, the criticism should be justified because of inferior work, the best way to make known such inferiority is to place it in contrast with that which is vastly superior and permit pupils and patrons to recognize the difference, which as a rule they are ready to do. There is something wrong with the teacher who has to advertise his own success by calling attention to the failure of others.

To expect much that is right and look for little that is wrong in pupils is a great help to the teachers — not that we are to look for angels among the boys and girls, for that would result in a disappointment almost as great as would come to them were they to seek angelic qualities in their teachers — but that they are to be made to feel that they are worthy of confidence. The suspicious teacher who is always expecting to find mean qualities in his pupils, usually finds that his highest expectations are realized.

It hardly seems necessary to suggest that all teachers will carefully cultivate self-control. Temper, of good quality and abundant quantity is needed in the school room, but it must be *under* not *in* control. Sarcastic remarks, the sure indication of ugly temper, are always out of place. There is good authority for saying that sarcasm is of the devil, and every superintendent of schools knows what it means to

lose sleep over the troubles created by thoughtless teachers who can not learn to hold their tongues.

One of the best aids to self control is the cultivation of a sense of humor which is really another name for common sense. The person who has none of this sense to cultivate is not fit to stand in the presence of either boys and girls in the public school or of students in the university.

David Livingstone is one of the world's greatest characters. Before he had been on the Dark Continent a year, he had learned how to rule the Africans. What a school-master he was! One of his biographers, Dr. Blaikie of New College, Edinburgh, says of him:

"He had great faith in the power of humor. He was never afraid of a man who had a hearty laugh. By a playful way of dealing with the people, he made them feel at ease with him, and afterwards he could be solemn enough when the occasion required."

To make boys and girls "feel at ease with him," and "to be solemn enough when the occasion requires" are qualifications which every teacher should strive to possess in the greatest possible measure.

O. T. C.

Edinburgh, August 13, 1904.

THE STATE EXAMINER.

In appointing Supt. H. B. Williams as a member of the State Board of Examiners, Commis-

sioner Jones has given renewed assurance to the school people of Ohio that his administration will redound, in a signal degree, to the best educational interests of the state. There is no disparagement of any other candidate for this honor in the statement that the appointment of Supt. Williams will give universal satisfaction and that this action of Commissioner Jones will be applauded in every quarter of the state. There is not a flaw in the record of Mr. Williams and he will bring to the office such a degree of special fitness and such a stainless record both professional and personal as will insure a high standard in his every action. For him there will be no friends to favor and no enemies to punish. His sense of fairness will preclude the one and his bigness will interdict the other. Neither name nor rank nor location will avail to cause him to swerve from what he believes to be just and right. Neither directly nor indirectly has he sought the office, but now that the office has sought the man he will not prostitute it either for personal gain or popular favor. His absolute integrity is a guarantee of this and no one who knows the man can possibly believe otherwise. Though a self-made man he does not "worship his maker." On the contrary, he is modest, considerate and courteous, and never less than a gentleman. Mr. Williams was born on a farm near Mount Ephraim, Noble

county, Ohio, October 16th, 1865. From his early years he yearned for an education and quite early in life manifested a desire to teach. But

mal schools of Senecaville and Caldwell, and in 1885 he entered Ohio Northern University. His college work was somewhat irregu-



H. B. WILLIAMS, MEMBER OF STATE BOARD OF EXAMINERS.

there were many obstacles in his path and these he surmounted, one by one, by indomitable energy and perseverance. His preparatory work was done in the summer nor-

mal owing to the fact that he was compelled to teach during the winter terms to earn the money for his expenses. After graduating in the classical course in 1891, he taught

for five years in country and village schools. Then began his ascent. He was superintendent at Dunkirk, Caldwell, Kenton, Cambridge, and Sandusky—having held the last named position since 1898. Each change has been a promotion and in each place he acquitted himself with honor. He holds a High School life certificate, is an active member of the National Educational Association and is chairman of the Executive Committee of the Ohio State Teachers' Association. He is a popular institute instructor and has more invitations for this work than he cares to accept. As a superintendent he believes in close supervision and, in consequence, he is thoroughly conversant with all the working of the schools over which he presides. His personal qualities are of the finest—and that because of his genuine manhood. The teachers of Ohio are to be congratulated that such a man has been chosen for this important position and that the Commissioner in this his first appointment has set a standard that augurs so well for the schools of the state.

EDUCATIONAL NEWS.

—A. H. Vernon, principal of one of the ward schools has been elected superintendent at Coalton.

—Miss Frances Odlin has been elected teacher of science at Covington. She recently graduated from Oberlin, having specialized in science.

—G. W. Clemens has been chosen superintendent of Washington Tp. high schools, Montgomery Co.

—The Ross County institute elected the following officers: President, A. L. Ellis; secretary, Miss Agnes Wischart; ex-com. F. W. Yapple and C. E. Burke.

—Supt. Cone, elected at Bloomingburg, has resigned to accept a far more lucrative position as teacher of Latin in the high school at Hamilton.

—Supt. A. R. Cecil of Bellbrook and Supt. H. W. Mumma of Rudolph Tp., Montgomery Co., have been elected to positions in Steele High School, Dayton.

—Miss Florence Odlin has been elected to the principalship of the Eighth District school at Dayton at \$1,500, succeeding Prin. J. T. Tuttle who goes to Washington C. H., as superintendent.

—The high school of Coshocton has three new teachers all from the University of Illinois. They are Wallace Craig, and Arthur Rarig for the departments of English and History and E. W. Cresap for German.

—The following officers were elected at the institute in Morrow Co: President, Supt. F. H. Flickinger, Cardington; Secretary, Miss Clare Markley, Mt. Gilead; Ex. Committee, Supt. J. B. Vining, Edison, Supt. C. B. Stoner, Mt. Gilead, Prin. O. C. Hursh, Cardington.

—B. N. Hoover of Appleton, Wis., has been elected superintendent at Chesterville.

—Supt. W. B. Peck of Huntsburg goes to the high school at Painesville as teacher of Mathematics.

—The County Commissioners finally selected Prin. Clark to be superintendent of the schools at Crestline.

—Miss Sue Garman of the Mansfield high school has been elected principal of the high school at Osborne.

—Miss Susan Cockerill of Washington C. H. has been elected teacher of Latin in the high school at Bucyrus.

—Jerry Clements who graduated from the Ohio State University in June succeeds Geo. P. Chatterton as superintendent at Frankfort.

—Lee A. Dollinger, formerly superintendent at Covington, will have charge of the work in Science this year in the high school at Sidney.

—H. C. Fickell, who for two years has been near to Nature's heart on his farm near Fulton, has accepted the superintendency at Marengo.

—Prin. Foster Lewis of Geneva has been elected a teacher in the Central High School at Cleveland. He is succeeded at Geneva by Mr. Bingham of Orwell.

—Miss Helen Vieil and Miss Lil-

lian Socin of the Chillicothe schools reported the proceedings of the Ross Co. institute for local papers in a very artistic and satisfactory manner.

—C. G. Leiter of Chesterville has been elected principal of the high school at Mt. Gilead. He was elected county secretary of the Reading Circle and before the close of the institute had increased the enrollment nearly 300 per cent.

—Ralph Demorest, son of the "Head-Light" of Marysville, has been elected teacher of Science in the Greenville high school. Graduating from the Ohio State University, getting married, and connecting up with Greenville—that's a pretty fair summer's work.

—The Board of Education of Mad River Township, Clark Co., has just published a manual containing the course of study, textbooks used, and rules and regulations. This manual was prepared by Supt. J. R. Clarke and is a good piece of work in all respects.

—Supt. T. A. Edwards, for several years the very successful superintendent of the schools at the Soldiers' and Sailors' Orphans' Home at Xenia, has accepted a position in Berea College, Berea, Ky., where he will have charge of the work pertaining to industrial and manual training. His going is a distinct loss to Ohio for he is every inch a man.

—Supt. P. D. Caldwell, of Mayfield, has accepted the principalship at Lakewood.

—Philip E. Ward of Willoughby has been elected superintendent at West Mentor.

—Supt. T. S. Orr of Poland has been chosen superintendent at Ash-tabula Harbor.

—Supt. R. P. Vaughn of Brecksville goes to Elyria this year to teach in the high school.

—Supt. W. R. Walker of Edison will have charge of the schools of Bainbridge Tp., Geauga county this year.

—Supt. C. H. Winans is entering upon the work of his new position as principal of the high school at Wapakoneta.

—E. A. Barnes goes from Fremont to Geneva to teach science. His successor at Fremont is Harvey Brugger of the high school at Steubenville.

—H. H. Fisher of Strongsville has been elected superintendent at Grafton, succeeding Supt. W. A. Hiscox who takes charge of the schools at La Grange.

—The Board of Education of Cleveland has abandoned the free text-book plan, which has been in operation there for three years—in relation to geographies and spelling books.

—In a special edition of the *Lima Daily News* recently issued a very

complimentary article is devoted to Supt. C. C. Miller, giving a sketch of his life and work and paying him a high tribute as an educator.

—Mrs. E. H. Weidel, supervisor of primary methods at Lakewood, devoted six weeks to teaching in the summer school at Wooster. She gave instruction for a week, also, in the institute of Cuyahoga Co., this being her second year.

—Supt. F. H. Flickinger of Cardington is a prime leader in all matters educational in Morrow county and the teachers of the county as well as the citizens of Cardington are coming more and more to appreciate his worth and efficiency.

—Prin. H. E. Hall of Mansfield has no superiors in Ohio as an institute worker in his special lines of science and nature study. He is scholarly, genial, and has a style that fascinates all who hear him. No one can hear him and not be inspired to do more and better work.

—Supt. C. B. Stoner of Ashley who has been elected superintendent at Mt. Gilead is a good man for the place and we predict for him a most successful career. Mt. Gilead has a good corps of teachers and they stand ready to give him every assistance in their power. Besides, there is Probate Judge Spear, a former superintendent, who ever stands ready to lend hand, head, and heart.

—E. A. Siebert, teacher of mathematics, has been elected principal of the high school in Fremont.

—David F. Gerber who taught in Belle Center last year, has been elected to the superintendency at Ross, O.

—Supt. Leiter of Centerville, one of the County Examiners in Montgomery County will take the position made vacant by the resignation of Mr. Mumma.

—O. H. Magly, head of the Business Department of East High School, Columbus, devoted the vacation to the interests of Lakeside and proved himself an efficient man in the position.

—Miss Laura Tressel has been elected teacher of German in the high school at Greenville. She is a talented and resourceful young lady and will win her pupils from the first day.

—Miss Anna Dial Simmons will be principal of the High School at Lockland, O. She is one of the first young ladies to receive a degree from the Ohio State Normal School at Oxford.

—Supt. E. M. VanCleve of Steubenville has had a busy summer getting teachers for the high school. Here is the list of new ones: Miss Elinor B. Moser, Supervisor of Music; Miss Esther C. Ward, English; W. W. Parmenter, Science; Miss Martha Smith, Commercial; G. W. Walker, Latin.

—Supt. W. O. Smith of Continental will teach mathematics in the high school of Fremont this year.

—Supt. John B. Vining of Marengo has been elected at Edison, which comes as a promotion to a most worthy man.

—S. J. Brandenburg, a graduate of Miami University this year, has been elected Latin teacher in the Franklin High School.

—Supt. H. G. Frost of Monroe has decided to enter the Cincinnati Law School and Supt. Dennison of Ross, has been elected at Monroe.

—Prin. C. D. Steiner of the high school at Pandora is one of the coming young men in Ohio. So says Supt. P. D. Amstutz and "Pete" knows.

—J. E. McKean has been doing missionary work at the institutes in the interests of the Ohio Teachers' Federation and has proved himself a worthy representative.

—Martin Remp, who taught for several years in Butler County, has been appointed a teacher in an academy in South Dakota. Mr. Remp graduated at Wooster University last June.

—Wayne County Institute chose the following officers: President, Supt. E. E. Adair, Doylestown; Secretary, Miss Zora Caskey, Orrville; Ex. Com., Supt. H. D. Wile, West Salem, Supt. Chas. Hauptert, Wooster, and Supt. Henry Jacot, Apple Creek.

—Prin. D. C. Bryant of Urbana has been elected superintendent at St. Paris.

—Supt. Cyrus Locher of Woodsfield spent vacation at his home in Bluffton.

—C. F. Hill has been elected principal of the high school at Belle Center.

—Supt. Thos. H. Rower of Hamler was married June 15, to Miss Annetta Wynn. *Bon voyage!*

—C. G. Olney who has charge of English work in the high school at Akron visited at his home in Ottawa during vacation.

—Miss Bertha Correll who completed her work at Wooster in June will teach this year in the high school at Millersburg.

—A. H. Etling graduated from Wooster in June and has been elected principal of the high school in Orrville. He is a young man of great promise.

—The Medina Board of Education met August 18, and passed a resolution to allow the teachers pay for attending institute. "The world do move."

—Supt. Ward H. Nye of Oberlin will enroll over 260 in the high school this year. Some of the township pupils will be transferred to Oberlin. The Board lately voted \$300 for apparatus and a good appropriation for pupils' lunch-room and other improvements.

—Supt. J. E. Peterson, who has been superintendent of one of the townships in the northern part of Montgomery County, has resigned and will engage in business in Dayton, O. Another good school man has left the profession.

—Mr. Harris who has been principal of one of the district schools in Cincinnati, has been elected to succeed Prin. J. Remsen Bishop of the Walnut Hills High School, Cincinnati. Mr. Harris is well fitted, both by training and experience for the new position.

—Supt. E. R. Hunt of Gilboa is superintendent of the educational department of the Putnam County fair, and no better man could have been chosen. He is wide-awake and progressive, and will make his department a success. He was president of the Institute and is an ideal official.

—E. O. McCowen has been employed by the Proctorville Board of Education as superintendent of their schools at the highest salary ever paid there. Mr. McCowen has been superintendent of the Sandy City Graded Schools, Catlettsburg, Kentucky, for the past few years and the Sandy City Board regret to lose his services. He was one of Scioto County's prominent teachers for several years before going to Catlettsburg. His many friends will, doubtless, be glad to hear of his deserved success.

—Prin. J. F. Adams of Orrville has resigned to accept the superintendency at Milnersville, Pa.

—Miss Claudia Myers, a recent graduate of Wooster will teach music and high school in Millersburg this year.

—Charles F. Limbach who graduated from Wooster in June has been elected principal of the high school at Crestline.

—Miss Mary McClure who teaches in the Ottawa schools reported the institute proceedings and won hearty words of praise for her good work.

—Big, generous G. K. Lyons is moving about over northwestern Ohio a veritable apostle of sweetness and light. The mantle of John C. Ridge has fallen upon him and the people all love him.

—The 34th annual session of the Adams County Teachers' Institute held at West Union, Ohio, August 1-5, was one of the largest and most successful institutes ever held in the county. Enrollment was 150. Number of teachers who became members of O. T. R. C. more than 100. Instructors, Mrs. Frances E. Richard, Oxford, Ohio; M. E. Hard, Chillicothe, Ohio; Edson M. Mills, Athens, Ohio. Officers elected were: President, E. H. Baldridge, Peebles, Ohio; Vice President, M. J. Jones, Fawcett, Ohio; Secretary, Anna Campbell, Cedar Mills, Ohio; Assistant Sec-

retary, Estey Suffron, Bentonville, Ohio; Executive Committee, for 3 years, W. W. Fenton, West Union, Ohio; Secretary of O. T. R. C., H. H. Reighley, Cherry Fork, Ohio.

—Supt. W. E. Kershner begins his work at Columbus Grove under favorable conditions. He is rejoicing in completely restored health and the world seems bright and good.

—When Supt. J. H. Secrest resigned at Ottawa, Principal A. L. Gebhard was elected for the remainder of the year, and G. J. Keinneth was made principal. Both gave excellent satisfaction and were elected for this year.

—The type was "rattled" and made us say that W. E. Painter declined the principalship at Shelby, to go to Bedford. But he didn't. Mr. Painter goes to Shelby and Supt. J. E. Pettit remains superintendent at Bedford at \$1,100.

—Fairfield county had an excellent institute under the inspiring ministrations of Supt. F. B. Dyer, Miss Lillie Faris, and Miss Mame O'Neal. There will be three meetings of the Association in different parts of the county this year, and the S. E. Ohio meeting will be held at Lancaster in October. The officers are as follows: Pres., Supt. Ed. S. Ruffner, Stoutsville; Sec., Miss Hattie Morris, Lithopolis; Ex.-Com., Prin. S. J. Wolfe, Lancaster; Sec. O. T. R. C., Supt. Frank Wilson, Lithopolis.

—S. A. Long of the Dayton high school did his first work in an Ohio institute at Celina the week of Aug. 22, and made a ten strike. Committees will do well to look him up.

—Since the printing of the O. T. R. C. bulletin for 1904-05, Secretary A. L. Irey reports 29 members in Erie Co.; Sec. W. F. Smith reports 19 in Vinton; Secretary Clyde C. Smith, 17 in Marion.

—Supt. C. J. Foster, Caldwell, and Supt. J. W. Zeller, Findlay, delighted the teachers of Noble county during the first week of August. Supt. Foster was elected Secretary of the Ohio Teachers' Federation.

—The school register prepared and published by Supt. H. R. McVay, Sidney, has become very popular with school men all over the state and is already used in many cities and towns. It is very convenient and compact.

—Supt. Chas. Hauptert and J. W. Zeller did excellent work in Medina County. The officers elected are as follows: President, R. A. Randall, Medina; Secretary, Miss Julia Schempp; Ex. Com., G. M. Baumgardner and J. R. Kennan. O. T. R. C., Secretary, J. S. Speelman.

—The Putnam County institute elected officers as follows: President, E. R. Hunt, Gilboa; Vice President, C. D. Steiner, Pandora;

Secretary, Miss Odula Ayers, Continental; Ex. Committee, Herman McDougale, North Creek; Chorister, James Corfman; O. T. R. C. Secretary, Miss Margaret Ford, Ottawa. The members of the committee holding over are P. D. Amstutz, Pandora, and Aug. Heckman, Ottawa.

—Supt. C. J. Stein is "monarch of all he surveys," at Glandorf, the beautiful German village in Putnam county. He superintends the schools, plays the pipe organ in one of the largest and most beautiful churches in this country, graduated eleven in June, seven of whom begin teaching this year—has a house and an acre or so of ground furnished rent free, makes garden, and enjoys all the comforts of an elegant home, and a delightful family.

—Supt. I. C. Guinther, Galion, graduated a class of twenty-six on June 10th. All the appointments revealed rare leadership and it is quite evident that the people of Galion realize that the superintendent and teachers rank high in the profession. The music under the direction of Prof. W. H. Critzer, was high grade as always as Galion leads Ohio in this regard. Two oratorios were given this year, "Creation" and the "Messiah," the pupils of the high school forming the chorus. It is worth a trip to Galion at any time, just to hear the boys and girls sing.

—To the Board member who objects to paying teachers for institute week, Dear Sir: It is your move.

—L. D. Brouse has been reappointed on the board of county examiners of Preble county.

—Prin. Ira C. Painter of the Sidney high school added greatly to the interest of the Shelby Co. institute by conducting the music.

—Supt. H. Claude Dietrich has resigned the superintendency at Piketon in order to continue his work at Ohio State University.

—Supt. H. H. Helter, Wapakoneta, is deservedly popular as a superintendent and has the hearty support of the Board and people.

—Supt. R. W. Mitchell spent a good part of the summer at Ashville N. C., where Mrs. Mitchell is staying for the benefit of her health.

—G. W. Carpenter has been appointed a member of the board of examiners of Shelby Co., to succeed A. B. Geudenkauf whose term has expired.

—The Shelby Co. institute elected the following officers: President, A. C. Dill, Sidney; Secretary, Miss Dora Forsyth, Sidney; Ex. Com., J. F. Flynn, Houston.

—When the announcement was made in Preble Co., that Dean H. C. Minnich had been recalled for next year the institute gave expression to their pleasure in long and loud applause.

—H. H. Neptune, teacher of Science in the high school of East Liverpool spent the summer at Wooster, brightening and sharpening his trident.

—Commissioner Jones has visited about forty institutes this year, besides making other educational addresses, and has given inspiration to thousands of teachers.

—The Licking County institute elected the following officers: President, Supt. C. V. Bebout, Hebron; Secretary, Miss Flora Hoover, Granville; Ex. Com. J. L. Clifton, Homer.

—Supt. C. C. Kohl, Mechanicsburg, has been appointed to membership on the board of examiners to succeed Supt. E. A. Hotchkiss, who resigned to become superintendent at St. Marys.

—Supt. C. L. Martzloff of New Lexington spent the summer at Harvard delving into Geology and Geography and incidentally revealing in the historic associations of Boston, Lexington, and Concord.

—Supt. F. B. Dyer and O. T. Bright shed floods of light upon Darke county and made all the teachers glad to be alive. The following officers were elected: Pres. J. H. Browder; Vice Pres., C. H. Matthews; Sec., Miss L. Maude Reynolds; Ex. Com., J. Leroy, Shelby. The other members of the committee are Supt. J. Reuben Beachler of Arcanum, and Supt. S. Wilkin, Union City, Ind.

—Supt. N. D. O. Wilson of Bowling Green has been busy all vacation putting in new apparatus to the amount of several hundred dollars and supervising improvements in buildings and grounds.

—Dr. D. R. Silver, Medical supervisor of the Sidney schools will be glad to hear from all other places in the state that have medical supervisors that he may make a list and arrange for a permanent organization.

—Chester Johnson, President of the Shelby institute will attend Miami University this year and subsequently take a course in Law. He has a big body, a big mind, and a big heart, and will make a big success.

—Prin. H. H. Johnson of the Horace Mann school, East Liverpool, goes into the High School this year to teach physical geography and is succeeded in the principalship by J. S. Hawkins of Unionport.

—Prof. W. L. Gebhart supervises the music in Franklin and Dinsmore townships, Shelby county, and also in the villages of Anna and Botkins — visiting twenty-three schools each week. He is busy and happy.

—Dean Henry G. Williams cancelled some of his institute engagements to take a much needed rest on the Michigan lakes. The wonder is that any man can possibly do

all that he accomplishes and do it so well

—We furnish some very interesting "pure reading matter" in this issue in the shape of examination questions. Step up, good friends, and help yourselves.

—J. H. Secrest has resigned his position with the American Book Co., to enter upon the practice of law at Lima. His law partner is Wm. Klinger, Prosecuting Attorney of Allen Co. The best wishes of his hosts of friends attend him in his new field.

—It is a delight to note the cordial support that is accorded Supt. H. R. McVay by the Board, the teachers, and the people of Sidney. A beautiful school auditorium and enlarged equipment are some of the minor but convincing evidences of his superb leadership.

—Supt. J. S. Weaver, Springfield, Supt. J. W. Swartz, Greenville, Lee A. Dollinger, Sidney, Supt. L. C. Dick, West Jefferson, and Supt. E. A. Hotchkiss, St. Marys were the judges of the educational exhibit at the Champaign Co. fair.

—Leander Notheis of Loramie has been teaching in the schools of Shelby county for forty-three years and was one of the eager listeners at the recent institute. He enters heartily into whatever looks toward improvement and is an inspiration to all who know him.

—Mr. A. J. Fry has accepted the principalship of the Denison High School.

—Dr. D. J. Snyder succeeds J. A. Wilcox on the Board of Examiners in Franklin county.

—E. H. Stranahan of Richmond, Ind., has been elected Professor of Greek in Wilmington College.

—Mrs. Bertha Arthur of Harvey, Illinois, has been elected teacher of English in Wilmington College.

—Mr. E. A. Barnes of Fremont High School has accepted a position as science teacher in Geneva High School.

—Miss Catherine Vance, ex-'06, Wooster, has just been elected to a fine position in the Bedford schools for the coming year.

—Prin. M. F. Lewis of the high school at Geneva has accepted a position as teacher of Latin in Central High School, Cleveland.

—R. O. Austin has transferred his *lares* and *penates* from Newark to Columbus and will teach physics in Central High School.

—Miss Wilhelmine Deissle of Logan High School has been elected teacher of English in the Canton High School at \$90 per month.

—Mr. W. T. Heilman teacher of physics in Central High School, Columbus, has accepted the superintendency of the Canal Winchester schools.

—The President of Medina Co. institute for the coming year is W. N. Young, and Secretary, Miss Effie Weisz.

Supt. W. S. Sackett of Leipsic and his two valuable aids James Corfman and C. P. Hanselman form a strong trio in school work.

Pickaway county institute elected officers as follows: President, Supt. C. L. Boyer; Secretary, Supt. S. M. Sark; Ex. Com., W. F. Gephart.

—Mr. Geo. E. McCord of Springfield High School has accepted the Chair of Mathematics and Science in Midland College, Atchison, Kans.

—Supt. E. J. Shives so well and favorably known all over Ohio has resigned the superintendency of the Greensburg, Pa. schools to devote his time to business enterprises.

—Supt. G. M. Bingham of Orwell has resigned to accept the principalship of the high school at Geneva. Merit will win. He is succeeded at Orwell by F. G. Houle.

—Dr. J. J. Burns and Supt. C. L. Van Cleve won golden opinions by reason of their good work in the institute at Defiance. The following officers were elected: President, D. M. Whetstone, Evansport; Secretary, Miss Mary L. Smith, Hicksville; Ex. Com., O. A. Myers, Defiance; Secretary O. T. R. C., Enos H. Porter, Evansport.

—Miss Esther Treudley has resigned from Millersburg High School, in which she had just accepted a position, to accept a position in Athens High School.

—Miss M. Bine Holly of Fairfield, Illinois, has accepted a position in the German department at University of Wooster left vacant by the resignation of Prof. John C. Boyd.

—Supt. Walter Borden, for the past three or four years at the head of the schools in Brink Haven, and a former Wooster student, has just been chosen to a desirable place in the Marion schools.

—Prof. John C. Boyd of the University of Wooster has resigned to enter permanently into the business of promoting the Mexican plantations in which he has been interested during the past year.

—Mr. Frank Carney of Cornell University has been elected in the science department of Denison University, Granville, Ohio, to fill the position made vacant by the resignation of Dr. T. W. Watson.

—Will D. Ross has been appointed a member of the Board of Examiners in Sandusky Co. He is the son of Supt. W. W. Ross of Fremont and a "chip off the old block" — good solid white oak.

—The following officers were elected in Ashtabula Co.: President, G. M. Bingham; Secretary, Miss Abigail G. Gladding; Ex.

Com. Supt. W. H. Van Fossan; Secretary O. T. R. C. John Ransom.

—G. Otto Grady, Nelsonville, is experiencing an "embarrassment of riches." August 17th, he was married to Miss Bessie Van Atta, and about the same time was elected superintendent at Ceredo, W. Va., at \$1,000.

—The Carroll County institute elected the following officers: President, W. A. Forsyth, Malvern; Secretary, Miss Sada Davis, Dellroy; Ex. Com., Supt. W. N. Beethan, Carrollton; Secretary O. T. R. C., I. B. Wagner, Sherodsville.

—The teachers of Columbus are having half-day sessions this first week and in the afternoons are having institute work. The speakers are Supt. W. McK. Vance, Miamisburg, Prin. Harlan E. Hall, Mansfield, Supt. C. W. Bennett, Piqua, and Dean H. C. Minnich, Oxford.

—Prof. E. E. Sparks and Miss Margaret Sutherland won the hearts of the teachers in the Butler Co. institute. The officers are: President, G. G. Stahl, Vice President H. E. Smith, Secretary, Miss Alecia Hynes Ex. Com. J. W. Jones, Secretary O. T. R. C., John Schwartz.

—The attendance in Washington Co., exceeded 300 and the interest at white heat under the excellent instruction of Supt. J. V. McMillan, Supt. C. C. Miller, J. H. Chamber-

lain, and Miss Martha Monroe. President G. W. Perkins and Ex. Com. F. P. Wheeler were re-elected. Miss Minnie Wright, Beverly, was elected Secretary. The other members of the Ex. Com. are D. A. Leake, Lowell, and Elmer W. Jordan, Rino.

—Lest we forget, it may be proper to state that there is still an Ohio Teachers' Association which will meet next summer at Put-in-Bay. The officers are as follows: President, Dr. N. H. Chaney, Youngstown; Executive Committee, Supt. H. B. Williams, Sandusky, Supt. S. P. Humphrey, Ironton, Supt. J. S. Weaver, Springfield, Supt. R. E. Rayman, East Liverpool, Supt. E. M. Van Cleve, Steubenville, Supt. J. V. McMillan, Marietta.

—Supt. R. E. Rayman of East Liverpool has devoted his vacation to increasing and strengthening his corps of teachers. His diligent searching for first class teachers resulted in his securing the following additions to the teaching force: J. M. McLaughlin of Leetonia, teacher of Physics in High School; Miss Ida Kimmerle of East Palestine who has taken special work at Chicago University, to do primary work; Miss Laura B. McNary, New Waterford, for special primary work; Miss Mary E. Shuler, Millersburg, for second grade work; Miss Minnie Freeman, Shreve, second grade work;

Miss Essie Finney, Logan, second grade work.

—The program of exercises of South Eastern Ohio Teachers' Association to be held in Lancaster, Ohio, October 28th and 29th, 1904, is as follows: Friday, P. M., beginning 2:30: Address of Welcome, by W. B. Henry, President City Board of Education. Address by Dr. Treudley of Ohio University at Athens, President of Association. Address by Supt. E. B. Cox of Xenia, Ohio. Music. Appointment of committees.

Evening Session: Music. Address by Dr. G. Stanley Hall, President of Clark University, Worcester, Mass. Music.

Saturday, A. M., 8:30: Election of officers and miscellaneous business. Address by Dr. G. Stanley Hall. Music. Address by Dr. Super of Ohio University.

—This number of the MONTHLY will come to our subscribers somewhat late, but we are certain the delay will be amply compensated for by the presence of the uniform examination questions. They form a notable feature of this issue in that they are the first ones sent out under the new regime. To every teacher of the state they will prove most interesting since they are to be followed each month by similar lists and every one who sees examinations looming up on his horizon, however distantly, will want to get an inkling of what to expect. The

character of the questions this month gives some notion of the general character, and, for that reason, a very careful reading and study will pay. Succeeding lists will be published each month and if nothing else were published they alone would be worth far more than the MONTHLY costs.

—Supt. Charles A. Sager of Carlisle has resigned to accept a principalship in Indianapolis.

—Miss Zoe S. Brown one of the efficient teachers of the high school at Ottawa has been elected principal of the high school at Mt. Sterling.

—Prin. Geo. C. Dietrich has won a high place in the esteem of the people of Sandusky by his management of the high school during the past year.

—There are sixty-five graduates of the Columbus Normal School now teaching outside of Columbus. This speaks volumes for the work of Miss Sutherland and her assistants.

—Never in the history of Ohio has there been such a demand for good teachers and never, therefore, so much encouragement for teachers to do those things that will fit them for their work. This ought to mean a large patronage of the Normal schools, a large membership in the O. T. R. C. and a diligent use of vacant hours all through the year on the part of those who are teaching.

—The high schools of Columbus opened with an enrollment of 2,182 and the number will probably approach 2,400 by the end of the year.

—Supt. Warren Roberts, West Carrollton begins the work of the year under bright skies due in some measure to an increase of salary and other marks of appreciation by the Board and the people.

—Miss Mabel Cooper of Dayton takes charge of fifth grade work this year at Miamisburg, and Miss Bernice Pansing, third grade work. Miss Pansing graduated from the Miamisburg high school two years ago and from the Oxford Normal School in June, and hence has the sort of training necessary to success.

—Andrew Freese, first superintendent of the public schools of Cleveland died in Cleveland, Friday, September 2, at the ripe age of eighty-eight. He was the father of the high schools in Cleveland and was always held in high esteem by all the citizens because of his upright life and the noble work he did for education.

—Miss Margaret Sutherland, Supt. J. S. Simkins, Miss Harriet Lee, and Miss Helen Fraser were the instructors in Union County and aroused much enthusiasm by their excellent work. The officers are, President, W. I. Hill; Vice-President, J. C. Hartshorn; Secretary, Miss Eliza Rhoades, Ex. Committee, Odell Liggett.

— John Whiteside has been made principal of the high school at Wellston, succeeding Prin. R. L. Ervin, who goes to Defiance.

— Supt. H. G. Carter, of Cass-town, has been elected to the principalship of one of the buildings at Greenville, and F. G. Main succeeds him at Casstown.

— J. W. Morrison, who has been teaching physical science in the high school at Greenville, has retired from the profession to engage in the lumber business.

— The people of Malvern are rejoicing over the fact that the institute will be held there next year, and they will be ready to give the teachers a royal welcome.

— Joseph M. Smith, who recently graduated from Ohio State University and received the hearty endorsement of the Faculty, has begun work as teacher of mathematics in the high school at Piqua.

— Miss Mary E. Hall, who was principal of the high school at Piqua for several years, but was compelled for considerations of health to suspend work for a time, has resumed work as an eighth grade teacher.

— Our readers will all sympathize with Supt. C. M. Grubb, of Howard, who mourns the loss of his good wife some weeks since. She was a charming lady, a sympathetic companion, and always ready to give aid and comfort in the community.

— John A. Wilkinson, who graduated from the Ohio State University a year ago and who enjoyed the benefits of a fellowship during the past year, has been elected teacher of science in the high school at Piqua, and begins his work most auspiciously.

— Prin. John R. Kail, of Carrollton, who has taught in Carroll county for twenty years, has been appointed a member of the board of examiners by Judge McDonald. This appointment comes as a recognition of merit and not because of political affiliations.

— Supt. J. A. Shawan, Columbus, is greatly encouraged by the cordial interest in the first city institute. The attendance was large, and the interest even greater than had been anticipated. No fewer than six hundred people were present at any session and all felt that it was time well spent.

— Mr. Corson writes encouragingly of his health, and thinks that by the time of his sailing for home, Oct. 5, he will be feeling something like entering the lists again for active work. The climate of Scotland has been beneficial and he hopes for a continuance as he revels in the beauties of Ireland.

— The city institute at Lima called out a large attendance and the interest was unprecedented. Hon. J. A. McDowell, of Millersburg, and Miss Colby, of Chicago, were the instructors, the former do-

ing work in history, English, and other like branches, and the latter having drawing and general art work.

OPEN THE DOOR.

Open the door, let in the air;
The winds are sweet, and the flowers are fair,
Joy is abroad in the world to-day;
If our door is wide it may come this way.

Open the door!

Open the door, let in the sun;
He hath a smile for every one;
He hath made of the raindrops golden gems;
He may change our tears to diamonds.

Open the door!

Open the door of the soul; let in
Strong, pure thoughts which shall banish sin;
They shall grow and bloom with a grace divine
And their fruit shall be sweeter than that of the vine.

Open the door!

Open the door of the heart; let in
Sympathy sweet for the stranger and kin,
It will make the halls of the heart so fair
That angels may enter unaware.

— *British Weekly.*

BOOKS AND MAGAZINES.

American Book Co.

Maxwell's Elementary Grammar.

By WILLIAM H. MAXWELL, M.A. L.L.D., City Superintendent of Schools, New York City.

A brief but comprehensive book, which presents as much of the science of grammar with its applications as is taught in primary and grammar schools. A rule of principle may be easily deduced from each lesson, and copious examples are given to illustrate the topics taken up.

Studies in English for Evening Schools. 112 pages.

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mirably adapted to assist the pupil in using words correctly in speech, oral reading, and in written composition. Its exercises cover a wide range in both methods and matter. Each of the two parts is planned to cover the work of three years, or three grades.

College Entrance Requirements in English—1906-1908. Cloth, 12mo., 437 pages. Price, 80 cents. From the well-known series of Eclectic English Classics have been gathered together in this volume the five literary works prescribed for careful study of subject matter, form, and structure by the leading colleges of the country, in their entrance examination requirements of the years 1906-1908. These works are Burke's Conciliation with the American Colonies, Shakespeare's Julius Cæsar, Milton's Minor Poems, Macaulay's Life and Writings of Addison, and Macaulay's Life of Samuel Johnson. The selections are supplied with numerous annotations which afford the student all needed help in his understanding of the text. Introductions treat fully of the lives and works of the authors. The book is both convenient and reasonable in price, and will doubtless be widely used.

Potter's Grammar School Algebra. By A. W. Potter, formerly Superintendent of Schools, Wilkesbarre, and Instructor in Mathematics, University of Michigan. Cloth, 12mo., 152 pages. Price, 50 cents. Intended for a year's work, this

book is well adapted to open up the subject in a simple and comprehensive manner, arouse the pupil's interest, and lay the foundation for more extended work in later years.

Walker's Our Birds and Their Nestlings. By Margaret Coulson Walker. Cloth, 12mo., 222 pages. With numerous illustrations. Price, 60 cents. Short chapters or essays on twenty of our best known birds, describing their nesting habits, the care taken of their nestlings, their food, their songs, etc., with an occasional anecdote or incident from personal observation. These chapters are written in a simple and interesting style.

Hoadley's Practical Measurements in Magnetism and Electricity. By Geo. A. Hoadley, A. M., C. E., Professor of Physics, Swarthmore College. This book supplies a satisfactory introduction to a course in electrical engineering, and makes the student familiar with the fundamental measurements in electricity as applied to the requirements of modern life. Because of the intimate relation between magnetism and electricity, it contains also a preliminary study of the phenomena of magnetism.

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cinating style and will interest the children from the first sentence to the very last. With such a book as this they will learn the subject with little or no teaching.

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Grammar School Arithmetic. By David Eugene Smith of Columbia University. Like the author's "Primary Arithmetic," this work follows, in sequence of topics, the best of the courses of study in use by the various cities and states. In general, each topic is so treated as to give the pupil a feeling of reasonable mastery, together with the consciousness that it is not completely exhausted.

A German Reader by Dr. Wm. H. Carruth of the University of Kansas. This book contains good selections—both prose and poetry—ample notes—and about 50 pages of composition exercises. The selections are from the best authors.

The Macmillan Company.

Graded City Spellers by Supt. Wm. E. Chancellor of Bloomfield, N. J. This book has been prepared by compiling lists of words taught during recent years in the schools of six cities of the United States. This means, in a general way, that the lists consist of words in actual use, and an examination verifies this statement.

D. C. Heath & Company.

Essentials of Composition and Rhetoric by A. Howry Espenshade of the Pennsylvania State College. In his preface the author has this to say: "This book is simply a new statement of old truth. The author has not sought mere novelty. He has aimed simply to set forth the principles of Rhetoric in a plain, fresh, and interesting way, and to show their practical bearing upon the art of Composition. Whatever originality the book possesses lies in the method of presentation and in the illustrative material."

D. Appleton & Company.

Arithmetic by Young and Jackson. This series consists of two books and from the first to the last page impresses the reader that they are sensible and practical. They are rich in illustrations that must aid the pupil to imagine the process before he begins the work, a condition so essential to success. The boys and girls of to-day have much to be thankful for in having access to such books as these.

A River Journey being Book IV of the "Uncle Robert's Geography" series by Dr. F. W. Parker and Miss Nellie Lathrop Helm. No one needs be told what a delight these books have been to thousands of young people and their delight will not diminish as they read this latest volume.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. LIII.

OCTOBER, 1904.

No. 10

SINCERITY.

To be sincere. To look Life in the eyes
With calm, undrooping gaze.

Always to mean
The high and truthful thing.

Never to screen
Behind the unmeant word, the sharp surprise
Of cunning, never tell the little lies
Of look or thought. Always to choose between
The true and small, the true and large, serene
And high above Life's cheap dishonesties.

The soul that steers by this unfading star
Needs never other compass. All the far
Wide waste shall blaze with guiding light, tho' rocks
And sirens meet and mock its straining gaze.
Secure from storms and all Life's battle-shocks
It shall not veer from any righteous ways.

Maurice Smiley.

FURNISHING IDEALS IN MUSIC.

BY FRANK A. POWER.

It is a well established fact that we learn most readily by comparison. It is even asserted that we learn nothing except by comparison. We compare the unknown with some known object or fact, and so deduct a new idea. New at least to us. In my own experience, if I am told a building, for instance, costs a thousand dollars, I can comprehend the size and appearance, somewhat, only as I compare it to a house I have always had in mind since I was twelve years of age that costs eleven hundred dollars. If the building in question reaches another price I compare it with a church that costs thirteen thousand, or still larger, to our county court house at home, that cost a quarter of a million. Or if still larger to a state house I have always had in mind as the next standard of comparison that costs two and a half millions. I have in mind three different towers by which I comprehend height. Or for estimating large assemblages I compare to three or four crowds I have seen and known the number, etc.

These are ideals in my mind, in their line. In a different sense we have other ideals. When young we had ideals of manhood, an ideal orator, an ideal teacher, etc., until now we have broadened that we can

only imagine an ideal. These ideals may be very different in different youths. I have in mind a boy who had as his ideal, as most small boys have, his father. I feel sure that this was so, for he imitated him in everything. This man is the most degraded, and to me the most repulsive man I have ever known. Again, in my own experience, when I was a lad I went to church with my father's family. In the church were two boys who came regularly (for reasons) one a neatly dressed boy—a true type even as I recall him now of gentlemanliness in a boy, not one whit effeminate, though neat and trim. He walked up the aisle straight to the third pew from the front, took his seat in a dignified manner and sat throughout the sermon. The other, the bully of our crowd, three years older than myself, slouched up the aisle to his seat and in sitting had a sort of unjointing process—half sitting, half reclining against the end of the pew, and half slept or else reviewed the contents of his pockets to the end of the service. Being younger than either, I was naturally inclined to take one or the other for an ideal. One appealed to my better nature, the other charmed my mind with his brave abandon, and his "Foxy Quiller eye." I was.

a long time in deciding my ideal and regulating my own manners accordingly.

This is but a sample of boyish uncertainty. Ready to be moulded by whosoever takes the ready clay in hand.

So in youth ideals are formed easily and torn down easily. Not so later; and an ideal formed in youth may shape the character of the child until he becomes so warped striving after that ideal that he never recovers. So the importance of forming ideals for the youthful mind is readily appreciated if we would stop to consider what it may mean.

This brings me to my subject proper: Furnishing ideals in music. I should divide the subject into two parts: First: what? second: how?

A young fellow in a rural district in Indiana had as his ideal musician one Hiram Long who played the fiddle at the country dance, for he said: "Hiram can jest set down and play any tune he ever heerd right off." The secret is he has never heard any other music, unless it were Old Hundred or the Long Meter Doxology drolled out by some squeaky old voices at the country church. That, indeed, is not a very exceptional case. In our smaller country villages and in some of our county seat towns we find some with not much more exalted ideals. Let, for instance, a male quartet sing some popular air with their own harmonization, having

plenty of minors and "barber shop chords," as we hear them called with cracked raspy voices and the gallery will have a spasm. To our shame the spasm is not confined to the gallery by any means. If these things are to be ideals in America, how can we hope to educate beyond that point? When one reaches his ideal that is the stopping place. It is our duty then to furnish new ideals. This is the difficulty: not that ideals are so scarce, but after one is provided, in having it adopted as an ideal; our ideal may not be theirs, and we are talking of furnishing *them* ideals. Ours may be so far beyond their comprehension as not to appeal to the taste. For example, play a Bach fugue for an ordinary American audience, and it will make no impression whatever upon the vast majority of them. Even much more easily appreciated works will fall flat upon dead ears.

A gentleman sat behind me at the Victor Herbert concert last winter, a society gentleman, ordinarily intelligent, but plainly bored. At the conclusion of a Wagner number, I overheard him remark to his neighbor; "That is all right, I suppose, but I wish they would now give us a little 'Rag Time' or Georgia Camp Meeting, for instance." This is the sentiment of too many Americans.

If we are to furnish ideals and have them appreciated enough to stimulate an effort toward reaching

that point, they must be such as can be appreciated by the pupil and at the same time that will lead him on to still higher aims. We do not put our children to reading Shakespeare, even though he may be *our* ideal, but they are given simple stories within their comprehension, and each year from grade to grade the ideal is moved on and on until after twelve or fifteen years of moving, we leave them to select their own ideal. In music we do not use this judgment oftentimes, but put our beginning or intermediate pupils upon classics that are as far beyond them as Shakespeare would be at the same age, and yet expect them to appreciate it. Then we insist, "This is beautiful. Beethoven, the greatest musician who ever lived, wrote this." Then the boy who has the courage says, "Well, I don't care, I don't like it." Then you say, "O, for shame, Beethoven wrote that and it is the finest music ever written, you *must* like it." That doesn't convince the boy, and he says, at least to himself, "Well, if that is the best music ever written, I guess I don't care for music." So instead of stimulating the pupil we scare him out entirely.

Now, my "secondly" — How. How may we furnish these ideals? In many ways: I have a hobby and I will proceed to ride him first. That is that every boy and girl should be provided with good concerts. I believe it is impossible to educate without them. America

cannot hope to rank with the nations musically as she does commercially till the masses have this education; for it is an education in itself.

If our children hear nothing but the trashy (I say it advisedly), the trashy Sunday school music so prevalent to-day, how can he get any idea of what good music should be. Here, by the way, if I may be pardoned for the deviation, is where the reformation should begin. We hold up our hands in holy horror at the "yellow back" novel, and then send our children to Sunday school to sing "yellow back" music. Our Sunday school lessons are prepared and edited by men with brains, the best men and the brainiest of the church, even of the country; but who writes our music? Men who know nothing of music but to make a tune to poetry no better than the music. By constantly hearing such music one's taste becomes so vitiated as to become unable to appreciate anything better. On the contrary, the child should be provided with the best class of music, and with enough of it and well enough rendered to counteract this class of music. But how, you ask, is this to be accomplished? A very simple matter as soon as the importance can be impressed upon the public and upon the board of education. But here we need a little moral suasion. Arrange a concert course and admit the public school children at such a fee as to enable the poorest

child to attend. We have attempted this in our own town (to our sorrow) but the sentiment is not ripe yet, and we had to charge too much. We first brought Ernest Gamble, admitted school pupils at 15 and 25 cents, also Lenora Jackson. Our plan was to have enough adult admissions at 50 and 75 cents to pay in spite of the low price of the children, but it didn't. Next we brought Victor Herbert at \$1.00 and \$1.50. School children were to have a 15 and 25 cent matinee the same afternoon. We sold enough evening tickets to pay for both concerts, and this would have been a great success, but at the last hour we could not get the matinee. So we compromised and admitted evening pupils at 25 cents. We packed the house and had not room enough, but turned many away. To the 400 or 500 children that heard fine music for the first time in their lives, there can be no estimate of the good done. The adult paid the expense of the concert and we had a goodly dividend. The largest cities all over the country are doing a similar work in this line. Others are taking it up in a different way and furnishing park concerts, and the work will surely grow in popularity.

I believe such concerts could be arranged for in courses or circuits—say, for example, towns situated not too far apart, as Columbus, Dayton, Springfield, Piqua, and near neighbors form a circuit all

engage one concert. Traveling expenses are light, booking expenses would be light, and other expenses would be reduced to the minimum. The best concerts could be provided and at a moderate expense. In such cases two concerts could be played every day, where concert companies chose to do so and so reduce the expense again. After charging five and ten cents and applying to the expense, the board of education could pay the deficit, and still have a small amount to meet—in many cases nothing. The adult admission would meet it all. Still another plan, supported as our other musical organizations are supported by philanthropic persons. The Pittsburgh Orchestra comes far short of paying expenses at home, but a few good philanthropists can make up the deficit. Other organizations are supported in the same way, why not the kind in question? The work of bringing good music before our children is more profitable certainly, for to the adult the ideal once formed is not easily changed, so he must hear much more music than the child in order to be impressed and educated.

The one thing, I think, among all others that impressed me abroad was the care (I speak more especially of Germany), they have for furnishing the child with ideals, not alone in music, but in all lines. However, it is the province of this paper to mention music only. In

Berlin I attended a children's concert with a great deal of curiosity, and witnessed a superb production for twenty pfennig (five cents), of a beautiful opera for children—"The Snow Fairy." The opera was as well staged and as well rendered in every detail as though it were played to a critical adult audience. At Hamburg I attended a matinee where the old story of Cinderella was given in opera to a 2½ cent audience. I paid 15 cents for an orchestra chair. I estimate that 3,000 children witnessed the performance, some in tatters, yet able to attend. Who, indeed, could not find 2½ cents even in our slums, for a fine concert? To watch those children's faces and to hear the expressions and exclamations of delight would pay a philanthropist a magnificent dividend. Orchestras may be heard the same way. I learned that those concerts cost \$5,000 dollars per year. The balance is made up from the admission. A company of philanthropic persons meets the amount necessary. Not only do the Germans provide good music, but they try to keep the poor sentimental music from being heard. Sousa, with his "rag time" and popular marches, is considered by them a menace to higher ideals. I heard him while in Berlin, and so gathered much of public opinion concerning his music. The correspondent from Leipsic to a Berlin paper said, "Sousa has struck this place with all his infernal music, since he

came, one's life is made a burden: get up in the morning, step out upon the street, you are greeted by the musical and highly artistic (?) strains of "Washington Post" whistled by some small boy: come home at night, no matter how late, some one will be later and you will be regaled with "Washington Post": at night you dream "Washington Post" and we are sick of Sousa." The correspondent goes on, for he is wrought up to a high temper, as German correspondents can be. "I wish Sousa with his trash would stay in America: We have a hard enough time trying to elevate standards in music without having a foreigner come in and tear them down. Sousa is good enough for Americans, but please let us rest."

I felt that the criticism was not unjust. I had not realized so forcibly till I heard Sousa there, how inferior a class of music we were fostering in this country. I had been attending two or three Philharmonic concerts each week, and Sousa's concert there was the lightest I had ever heard him play, which made the contrast the worse.

Another way music may be furnished is by the pupils themselves. The music may be well selected and yet not beyond the pupil. A grade teacher asked me, upon my criticizing a song, how am I to distinguish a good song from a bad one. I replied, "You know nothing about music, and I will not mention that, but I will come over into your field

and take the literature into account." So we went over the song and found the words meaningless, even silly. That may be, after all, the most tangible point to attack, at least for the grade teacher.

I believe concerts by the pupils are profitable and may enable the greater mass of pupils to hear music that to them may be a revelation. We tried that one year but the objection is it costs too much of time and it detracts too much from the pupils' regular work.

Another place to provide ideals to reach the masses, is the church. I spoke of the Sunday school. Let the music be written by musicians and men who are practical. Church music, as to the class, is usually, at least in our medium sized and larger towns, pretty good, but I have noticed this: if the music is good, the harmonizations are too

difficult for the masses to assist in the singing. If we depend upon the masses assisting, let the harmonizations be such that though indifferent readers they may yet be able to sing.

And lastly, though it should be firstly, let not our teachers and august superintendents, in convention assembled to discuss plans for raising the standard of intelligence, stoop to be entertained by "coon songs" and sentimental ballads, and if we music teachers do not protest against our standards being hauled down, to whom shall we look?

Then, the "Furnishing Ideals in Music" depends upon us as musicians and supervisors finally. Though the odds may be against us, let us not weary in well doing, for "Verily we shall reap if we faint not."

THE RHINE, HOLLAND, BELGIUM, AND PARIS — Continued.

No one who has read of the difficulties overcome and the hardships endured by the people of Holland needs to be told that they give evidence on every hand of remarkable energy and thrift. Their cities are busy centers of trade and commerce and their fertile farms and herds of fine cattle tell a story of prosperity which is pleasant to read. As one travels through the country it seems

that all Holland is a great flat meadow and pasture field where men and women—they all work in the fields—spend their time in raising hay to feed the cattle and then eat the cattle to renew their strength to raise more hay.

The Dutch currency is based on the florin or gulden or guilder, which contains 100 cents, and which is worth about 40 cents in United

States money. To a stranger the fact that the florin is double the value of the franc appears to be a well-laid scheme of the thrifty Dutch to enable them to charge double for practically everything they have to sell. At least everything is much more expensive in Holland than in those countries where the franc is the unit of value. Coupled with this ability to charge a high price for what is sold is the habit of economy which is an individual and national characteristic, a combination which accounts in a large measure for the prosperity of the people. This habit of economy is shown in many ways, one of the most marked being in the utilization of space in the houses, many of which are built upon sites of high value due to the fact that they have been made at great expense by driving piles into the soft earth. I shall not soon forget the first look up and the next look down one of the perpendicular winding stairways in the house where a few days were spent in Amsterdam—a piece of apparatus which would make a corkscrew envious and to undertake to climb up and down which would be sufficient reason to invalidate an insurance policy. The miserable thing was built that way on purpose to save room.

The whole Kingdom of the Netherlands, including the Province of Limberg, has an area of less than 13,000 square miles—about one-third of the state of Ohio, while the

population is between five and six millions, according to the census of 1899. The Kingdom of Belgium, however, smaller in area by more than 1,000 square miles, has a population of about 7,000,000 and is one of the most densely populated countries in the world. These two little countries tried to live together for a time after the French supremacy was finally shaken off in 1814, but the union was an unhappy one and since 1830, when Belgium revolted, they have been separate kingdoms, although the separation was not finally recognized by the King of Holland until 1839. A short stay in Antwerp and Brussels, after leaving Holland, plainly revealed the cause of the failure of the two countries to live peaceably under the same rule. In fact the inhabitants have very little, if anything, in common. In religion, customs, and ideals of life they are radically different. Belgium is "Frenchy" in nearly every particular and prides herself in thinking that Brussels is another Paris on a small scale, and it does compare very favorably with its model in the large parks, broad avenues, and fine picture galleries for which it is noted.

Driving about the city my mind recalled the "days of long ago" when, on Friday afternoons, the boys and girls in the country school were permitted to entertain(?) their schoolmates and the teacher, together with any visitors who were

so unfortunate as to be present on such occasions, with "select readings." In almost every instance some boy, whose voice was in that peculiar stage which must be heard to be appreciated fully, selected the "Battle of Waterloo" as his "piece" and proceeded to show his elocutionary powers in a most energetic manner. Starting in with a determination "to do or die" he read in "accents soft and low" that

"There was a sound of revelry by night,

And Belgium's capitol had gathered then."

His tones grew louder and with much enthusiasm of manner and many movements of body he explained how

"The lamps shone o'er fair women and brave men," a "thousand hearts beating happily" in the "selection," while his own pounded away like a sledge hammer.

His attempt to put on the brakes as he neared the line,

"But hush! hark! a deep sound strikes like a rising knell!"

was hardly ever successful, but he almost literally "brought down the house" when he reached the climax of his effort and thundered forth the words,

"And nearer, clearer, deadlier than before!

Arm! arm! it is—it is—the cannon's opening roar."

Brussels does not appear to take much interest in the great battlefield, only a few miles from the city,

accounted for perhaps by her French characteristics. At any rate the means of reaching the scene of the great conflict are anything but convenient and comfortable and to one not in the best of health it is almost impossible to view the field in a satisfactory manner. What we were privileged to see, however, served to deepen the conviction already felt that the world should never cease to be grateful that here, "that great woodman of Europe, called Napoleon," met the crushing defeat that has made "Waterloo" the synonym of disaster and failure wherever the English language is spoken.

The journey from Brussels to Paris occupied four and one-half hours by express train, which is reasonably comfortable, but neither in speed nor equipment does it equal the fine trains which run on all the trunk lines in America. The country through which it passes is attractive and would, no doubt, furnish an opportunity for rest and a study of the life of the people unequalled by any stay in the city, but like all tourists Paris was our objective point and on a hot afternoon in July we found ourselves in the great center of fashion and pleasure with its millions of restless, nervous people who appear to have less concern for the comfort and welfare of visitors than the people of any other city yet visited. The Italians, Germans, Swiss, or Dutch do everything in their power to

understand the language and to comprehend the needs of their visitors who can always succeed in making themselves understood by some token or sign, but a Frenchman simply shrugs his shoulders and shakes his head, when appeals are made to him or, still worse, breaks out with a perfect torrent of talk which is enough to frighten the bravest soul into abject silence.

To attempt to describe Paris is a task from which any one who has seen it for a brief time may well shrink. Of course the city is interesting from a historical point of view, but the thoughts which crowd in upon the mind while strolling about its streets and lingering around the spots which have been scenes of such terrible cruelty and bloodshed, are of the character which it is not pleasant to record. Even the sight of such words as Bastile, St. Bartholomew, and Guillotine does not suggest pleasant thoughts, and to sit in the Place de la Concorde, the most extensive and beautiful one in Paris, and read its record of bloody work, which was begun in 1792 and which did not cease until upwards of 2,800 persons had perished by the guillotine, are not experiences which one cares to repeat. The tomb of Napoleon; the palaces, such as the Louvre and Luxemburg; the churches, among which the Madeleine, Notre Dame, and the Pantheon are most beautiful and interesting; the great parks, the Bois de

Boulogne being the largest with an area of 2,250 acres; and the broad avenues, of which the Champs Elysées extending a distance of a mile and a half from the Place de la Concorde to the Arc de Triomphe, the largest triumphal arch in the world, are a few of the sights which Paris furnishes to her visitors. The greatest sight, however, is the people, themselves, as they come and go, especially when viewed from such a point as the Triumphal Arch which all the wealth and fashion of the great city, as well as the poorer classes, pass on their way to the Bois de Boulogne on the afternoon and evening of each day.

In this locality three Americans (Mr. Pearson was with us) spent several hours in the evenings of the hot July days, one of them being July 14, the French "Fourth of July," the anniversary of the Storming of the Bastile. All day the celebration went on with its review of troops and other ceremonies and when night came on the entire city was given up to the crowds of people, many of whom took part in what seemed to be a free-for-all dance on the pavements and streets, the determination evidently being not to go home till morning. The scene impressed one as being typical of the French character.

Among all the monuments and arches of various kinds, so numerous as to cause a feeling of weariness when a new one presented itself to view, is one of comparatively

modest pretensions but of unusual interest to all who are fortunate enough to have a home in the United States. It was erected to the memory of Lafayette by the SCHOOL CHILDREN OF THE UNITED STATES! Comment is unnecessary. Ohio teachers can understand something of the feelings which came to one of their number as he stood with uncovered head in the presence of this tribute to the man who helped us in our hour of need and realized that its origin was the public schools and that the boys and girls of Ohio had a part in it all.

Whether anything remains due on "the debt of gratitude" which America owes France for help, surely not of an entirely unselfish nature, during our Revolutionary War, or not, may still be a disputed question, but a golden opportunity exists for some one to show a practical interest in ministering to the comforts and conveniences of the citizens of the French capital, by teaching them how to construct and operate street railways in some measure fitted for the use of passengers. A really comfortable street car or omnibus does not travel her streets so far as our observation was able to discover. They exist in almost every form above ground and under ground, single decked and double decked. Some are propelled by steam,—hideous looking monsters that would not be allowed to show their heads in an American city—, and

so constructed as to compel the poor engineer to sit or stand so near the boiler that he must be roasted through and through before his run is over. Only once did I have the privilege of a front seat near the heat center in this instrument of torture. After that I did not need to be told to keep away. Some run by electricity but there is a constant wonder who could have planned so much discomfort in such small space. The underground, with electricity for its motive power, makes a noise which causes one to fear that a western cyclone is on his track and the motions of the car are such as to make him feel that an earthquake had struck the town. Cabs are plentiful and comparatively cheap but the horses which pull them have the appearance of being so overworked and underfed that the pleasure of a drive is greatly lessened to any one who has any sympathy for dumb animals. The drivers of these cabs are either so stupid, indifferent, or sleepy—we had to prod one with an umbrella every few minutes to make certain he had not succumbed to a sudden attack of heart-failure—that the greatest joy comes when he can be dismissed.

By this time, the reader will have come to the conclusion that we do not like Paris, and a perfectly accurate conclusion it is. It is the one place of all visited thus far that we do not care to see again.

The greatness of the city in different ways can not be questioned but the whole atmosphere of the place leaves the impression of insincerity and infidelity. On every hand is evidence of that lack of stability of character which is the natural result of the repeated attempts of the people to put God and the Sabbath

out of their life and as this evidence presents itself in different ways it but serves to deepen the reverence for sacred things and the desire to cling the closer to the old-fashioned faith by which our fathers and mothers lived and died.

O. T. CORSON.

THE MEANING OF NATURE STUDY.

BY HARLAN E. HALL.

Today the most conspicuous feature among the new things in the Secondary School is Nature Study. The country over, there is not an up-to-date school into whose warp and woof there have not been woven the threads of nature teaching.

The study of nature is no new thing, only the methods and emphasis directed at nature work are new. Not all classes of people, however, have appreciated equally or expressed uniformly the operations of nature. The Greeks were surrounded with a beautiful scenery; mountains thrust themselves up among them; the sea extended its arms about them; birds of charming song and plumage were ever among them, inviting an ode from some bard of poetic temper. They were almost unheard. Description of hill and river, animal and bird are seldom found at all, and if found, they are in contrast, — only to give relief to

the one great theme of Grecian life and poetry, *human life*.

IN THE GREAT CLASSICS.

In one of the finest relics of the pen, the *Illiad*, no natural object, neither sea, sky, stream nor mountain, notwithstanding all were glowing with the purple light of Grecian atmosphere, could draw from Homer a description filling half the space he gave to the shield of Achilles. Rome with the same mythology and philosophy as the Greeks saw the earth with the same eyes. Selfishness was her national characteristic. Cæsar could scale the Alps without even a passing notice to their grandeur. How different with the Hebrew. To him material things were too thin a screen; beauty and adaptation, law and truth were wrapped in every plant and landscape, hill and waterfall. Homer and David sang different

tunes; the one of man and heroes, the other of God and nature.

Hebrew literature lights up the earth with a new light. It has eclipsed the phantoms of the imagination, the mythology of the Greek and Roman, the idolatry of the heathen. We are living in this light. With the advance of science and learning is that of sentiment and broader living and deeper feeling. After Shelley and Wordsworth and Bryant, we can the better feel and know that

"There are flowerets down in the
valley low
And over the mountain side,
That never were praised by a human voice
Nor by human eye descried."

Even today, we are too Roman, too American. We are getting to live and sleep in business. Life is too much prose, not enough poetry. When we do approach nature, it is too much in the merchantile spirit, calculating, tabulating, as though the only object was to take an inventory of her stock. We approach her too often with an air of business instead of an air of friendship. Because the second-hand road is easy, we take it and listen to lectures, books and stories, forgetting that her colors, songs, and spirit mock painter, bard and poet. Clerk-like, we go forth with note book and pencil noting down what we see and hear. Sum it all up and what appears on paper is the measure of

what is gained. Among the birds, the limit of our study is too often song and color.

We study corn and cut off skinny sections whose ten thousand would not make an inch. We look at them through the microscope, and draw pictures of the cells — rounded, cubical, polyhedral. We now learn the names. We write them upon paper and study them as we walk to and from home, parenchyma, collenchyma, sclerenchyma. But did the pupil ever hear the story of "Ceres and Proserpine?" Did he measure the varying distances between the joints, and explain nature's plain purpose in the variations? Did he see the strengthening sheath reaching from joint to joint and explain its functions? Did he see the filter at the base of each leaf and note how it strained out the dirt grains to prevent the sheath from grating on the stock? Did he see the effort of an ear at each node, the brace roots, the root hairs? Did he see the wavy margin of each leaf and note its adaptation to the wind?

Did he see the joint widened on the side away from the sun, try to push the fallen stock up into the light?

Does he hear the

"Husky, rusty rustle of the tassels
of the corn
And the raspin' of the tangled
leaves as golden as the morn?"

It is all right to teach that "a" begins with a left curve, that Al-

bany is situated upon the west bank of the Hudson, that the Mississippi rises at Lake Itasca and empties into the Gulf, but none of these are more important to the child mind than how the cricket makes its metallic chirp, or the depth to which the earth worm burrows.

Too much of the letter, I say, and not enough of the spirit. In science, too much biological chaff, and not enough of the flavor, the sweet and nourishment from the kernel. Too much of the tapestried, upholstered kind that comes of Scott, Lange, Hodge, Wilson, etc. Indeed, for the good of our pupils, there is too much nature teaching begotten of the precious and delightful volumes of Burroughs, Thoreau, Abbot, Torrey, Wright, Keyser, Ingersoll, Roberts, Seton and Long. Too much teaching from the unnatural parks with their exotic cast of vegetation, from the museum, with its sad, solemn, cemetery effect, or from the menagerie with its unnamed and unnatural occupants.

HEAD OR HEART.

Am I wrong in saying that the subject matter of Natural History taught in our school rooms today (and that includes most of the nature work), is a work of the *head*, rather than a work of the *heart*. Its operation is *mental*; it ought to be *spiritual*. Its effect is knowledge; it ought to be inspiration. Its

fruitage is fact; it ought to be *culture*.

Herein lies the mistake. The preparation for nature teaching is more of the heart and less of the head. It is spiritual, not mental. It is reserved for him who can go forth under the broad canopy of color and "list to nature's teachings;" for him who can look up and feel the beauty and the majesty when he sees the clouds in great flotillas of white and steel and gray, marshalling about the sky as the last breeze of winter calls them into line and pilots them away that sunshine may again break its message to the sleeping crocus and the lily; for Him whose own mystery transforms the elements of earth and air into the painted petals of a flower; to him who may be saddened to find a honeysuckle entwined about a thorn.

The spirit necessary to the right kind of nature teaching is reserved for him who goes to "haunts of coot and fern" and sees the stream dash down the hillside, the cataract, the waterfall, the precipice, the terraced fronts and etchings, the eddy with its almost supernal waters born of a thousand threads that have insinuated themselves into the valley below. Are you not inspired, kneeling by the side of a woodland stream? The water—so coy, so beautiful, so capricious—the sky in its bosom, the trees inverted about its border, going on and on.

singing its deliverance as it rushes out into the valley below. All this I say and more is necessary to him who would stand in the presence of his 50 youth and let them drink in the inundation of spirit and life and love and sympathy that comes from his heart. May you not be as the teacher of Peter Bell:

In vain through every changeful
year,
Did Nature lead him as before;
A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more."

Closely allied with the development of nature work in our school, is that of method in botany teaching. With Linnæus we learned the classification; with Prof. Gray, the names of the parts of a plant.

Now the microscopic table is the range for the half year work in botany. This plan may do for colleges and Universities, but it is the wrong end of the subject for pupils of the High Schools. The laboratory feature is proper; all botany should be taught by the laboratory method, that is, the pupils should work from the specimens themselves. This work should acquaint him with the world about him, in which he has to live. It should do what all education aims to do, fit him into his surroundings, to his environment, to put something into him, so that all through his life, he will be better and happier because he knows and understands.

But you say he would know nothing of foreign soils and his education would be too local.

Yes, Linnæus was a wanderer and Pliny had great shiploads of flowers sent to him at his home. But were you ever in England and did you ever go to that little out-of-the-way village, among the hills, along the crooked by-road, where fresh from college and tempted by then lucrative positions, a young man cast his lot as pastor of the little village church? So modest was he, so careless of his fame that not a picture of him was ever taken. It is recorded that he never left his native town after completing college and taking up his work. In his day time was not money, it was *life*. It was opportunity to do good, to enjoy, to self-improve.

Russel Conwell lectures on "Acres of Diamonds" at home. This man found them. He gave to the world a monument as lasting as Darwin. This "Natural History of Selbourne," from the hand and heart of Gilbert White, will ever stand as a monument to full and happy living. No scientific work has ever been translated into so many different languages. It was the record of the *garden and the lawn*. It was a proof that life is worth living even upon *but our own six feet of earth*. It is an alarm, teachers, to you and me today, that the matter for our teaching is, *in our very door-yard*, trampled beneath our feet.

THE ETHICAL SIDE.

The object of education is two-fold, development and knowledge. These should go hand in hand, but the former, the culture side, is the one so liable to be overlooked. Giving a pupil power is far more valuable to him than giving him knowledge. His moral nature is greater than his intellectual. Loving and being is higher than knowing and doing.

A pupil must be taught to *know* what he ought to *do*. No one inherits this knowledge. He may inherit ethical capacity, but he does not inherit a knowledge of right and wrong. This must be taught him, and right here is an important field for nature work; here is a

storehouse of material for ethical teaching. Think of nature's lessons; economy, helpfulness, silence, kindness, patience, work. Think of the boy,

"For, eschewing books and tasks,
Nature answers all he asks;
Hand in hand with her he walks,
Face to face with her he talks."

If teachers knew nature better, and would weave her truths into their teaching, only as a basis for ethical training, the ideals of education would be higher, the inspiration of school life would be greater. History and mathematics must be taught, but we must not forget the heart side. Feelings are mightier factors behind will and action than knowledge.

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY- SECOND YEAR—1904-1905.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's Mental Growth and Control or Sabin's Common Sense Didactics.

II. *English*: Higginson and Boynton's A Reader's History of American Literature and Shakespeare's Julius Caesar, or Higginson and Boynton's A Reader's History of American Literature and Ella May Corson's Glimpses of Longfellow.

III. *History*: (a) Moran's Theory and Practice of the English Government or Pearson and Harlor's Ohio History Sketches. (b) The Week's Current, The Pathfinder, Current History, The Little Chronicle, The World's Events, or an equivalent.

IV. *Nature Study*: Brigham's Geographic Influences in American History or Scott's The Story of a Bird Lover.

A choice is allowed between history and Nature Study.

**A USABLE SCHEDULE FOR THE WORK
OF THE YEAR.***September, 1904.*

- (1) Mental Growth and Control, Chapter I to V; or (2) Common Sense Didactics, Chapters I to V.
(3) History of American Literature, Chapters I to IV.

October, 1904.

- (1) Chapters V to VII, or (2) Chapters V to IX. (3) Chapters IV to VII. (4) Ohio History Sketches, to page 103, or (5) The English Government, to Chapter V. (6) Geographic Influences in American History, to Chapter III, or (7) The Story of a Bird Lover, to Chapter IV.

November, 1904.

- (1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

- (1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

- (5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) Glimpses of Longfellow to Chapter VII, or (9) Julius Caesar, two acts.

February, 1905.

- (5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9), three Acts.

March, 1905.

- (5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) The entire Play. (1) or (2) Review first half.

April, 1905.

- (1) or (2) Review Second half.
(3) Review (9) the entire play.

"MENTAL GROWTH AND CONTROL."**CHAPTER VIII. HYPNOTISM AND
SUGGESTION.**

1. Show how the discussion of attention may lead to a useful interpretation of hypnotism and suggestion. (This question need not be answered until the entire chapter has been read.) 2. The author gives several illustrations showing what is meant by suggestion—can you add one from your experiences at home or in the school room? 3. Show how a suggestion works upon crowds and illustrate from your personal experience. 4. Discuss the author's treatment of Christian Science. 5. The author gives some historic illustrations of suggestion—can you give another equally as good. 6. When is a teacher a "practical psychologist"? 7. Of what use is suggestion to ourselves in our own development? 8. How does hypnotism differ from sugges-

tion? Give the author's explanation of hypnotism. 9. Explain.—"The common idea that a strong mind can hypnotize a weaker one is wrong. There is no question of relative strength involved." 10. What is the "main fact" about suggestion? (186—190).

CHAPTER IX. — IMAGINATION, THE ENLIGHTENER.

1. How does the idea of imagination grow out of memory in the same way that memory grows out of attention? (This question may be left until after the chapter has been read.) 2. Has the teacher need of imagination in any way similar to the need of the merchant (197)? 3. Show how full information should be a stimulus to the imagination of the teacher. 4. What does the author say is the first law of work? (200). How does this law go with the well rounded life and the development of the imagination? 5. Explain what the author calls "artificial environment." 6. Explain the influence of the point of view—dramatic, literary, musical, artistic, etc. 7. What conditions the maturity of a man's imaginative powers? Do they usually mature early in life? 8. How does imagination influence temperament, the background of our lives? 9. What is the reason that it is unwise to tell young children ghost stories? 10. How may we use our imagination to our advantage—name the eight ways mentioned by the author.

CHAPTER X. — THE EMOTIONS AND THEIR EDUCATION.

1. What is the basis of emotion? Give reasons for the importance of their proper growth and control. 2. Discuss—"You acquire control of them by distinct efforts of purpose and will," and "You cannot have an emotion without the physical part of its accompaniment, for the body must be affected before we can have the corresponding emotion." 3. What lesson should we learn in connection with the growth of the emotions? (222). 4. How can the truth which the author applies to domestic relations be applied to the relations of the teacher with his pupils? 5. What is the teaching of psychology regarding religion (226-229)? 6. What is the distinction between proper and improper pride? (230-232). 7. Can a jealous person cure himself? 8. What suggestions are given relative to ways of controlling the emotions? (235). 9. What emotion should we especially strive to cultivate in ourselves as teachers? Can we assist in the cultivation of this emotion in our pupils? (236).

COMMON SENSE DIDACTICS.

By Henry Sabin.

CHAPTER III.

Notes and Suggestions.

This chapter opens with remarks upon the value of thought to the teacher. As teachers, some of us trust too much to chance or luck.

as we call it. Perhaps if you read what Swing says in the quotations concerning "Thought" you will gain a deeper impression of its power and value.

Some things are said here of the practical value of knowledge. There is no calling in life in which ignorance is at a premium. Don't be afraid that your pupils will learn too much.

Close application to study acts as a kind of mental tonic. As a wise teacher you will insist upon it as a part of the discipline which the school should impart. Do you fully understand the distinction between character and reputation? Be sure before you leave the subject that you can outline upon paper the parts in which they agree and those in which they differ.

Do you regard each pupil as one friend regards another? You certainly cannot regard the most troublesome pupil in the room as an enemy.

There is very much in this part of the subject which you will do well to consider.

I think most teachers have the idea that success in one school insures success in another. Study the environments and customs of the school, then study your own ways and habits, and probably you will find it best to modify and change them in some particulars.

As to the matter of health, the time is near at hand when a physician's certificate will be as much a

part of the teacher's outfit as one certifying to mental or moral qualifications. What do you think of this idea? Would it be unreasonable?

Who is Edward Everett Hale? Read what he says about keeping out in the open air.

CHAPTER IV.

If you chance to be engaged in a school in which the pupils have little respect for the teacher, you will probably find that former teachers have had no respect for the pupils. Show children that you respect their rights and their feelings and half your trouble in discipline will end.

In imparting knowledge, simplicity of language is of great importance. My father taught me, by the use of a cracked slate and a piece of chalk, the process of long division. It took him fifteen minutes, although the village school mistress had failed after a trial of two weeks. I can only account for it from the fact that he knew the boy. Is not that the important thing in communicating knowledge? You must not expect to bring all pupils in a class to an equal rank in any given branch. If you do so under pressure they would not stay there a month after they left you. A teacher under my care trained her class in penmanship so that the writing of each was like that of the other, copper-plate. —In six weeks after entering the

high school, each one had developed his own handwriting. Study the motto from an old book on page 67. Then you have existence, possibility, duty, determination. That constitutes all of life. Why may you not listen to the tales which children bring you with a view of hearing what people are saying about your work? A teacher should be examined in general newspaper knowledge, so far as to see if he is keeping himself posted in current events. That teacher may consider himself supremely happy who can look back over an entire generation and see the fruits of his labors in the lives of the men and women about him.

Read the last quotation in this chapter and try to grasp its full meaning.

A TEACHER'S HISTORY OF AMERICAN LITERATURE.

CHAPTERS VII-VIII.

1. What was the Brook Farm Community? Name some of the most distinguished members. 2. What was there about Emerson that caused Carlyle to speak of a visit from him as "being like the visit of an angel?" 3. Interpret Emerson's words "Build, therefore, your own world." 4. Can you find in Emerson an illustration of his ability "to put a whole book into a page, a whole page into a phrase, and that phrase into a word?" 5. What is the history of

Margaret Fuller? 6. What is there in the *Scarlet Letter* that will give it immortality? 7. What think you of Thoreau's method of nature study as shown in "*Walden*"? 8. Why is Poe better known than Lanier? 9. Why should the names of Poe and Hawthorne be linked in this book? What did they have in common? 10. In Lanier's poem "*Dawn*" do you note the progress toward the climax?

Suggestion.

Right here is the crucial test of whether we desire acquaintance with literature or whether we merely desire biographical sketches of those who have produced this literature. It is well to know that Emerson lived at Concord and that he wrote and lectured and was a close personal friend of Carlyle. But far more important is it to have some intimate acquaintance with what he wrote. To know about him may enable us to certify that we have read this book in the Reading Circle Course; while to know the literature and have some appreciation of it will bring power and joy far beyond what the mere titles of books and the names of authors can produce. One evening in the month will suffice for reading the two or three chapters of this book in the course, and that leaves several evenings for association with the authors through the medium of their books.

OHIO HISTORY SKETCHES.

1. Locate by counties the principal mounds in Ohio. 2. What theories are advanced as to the origin of these mounds? 3. Describe the different types of mounds and locate one of each type. 4. What was England's policy toward the Northwest Territory after the French and Indian war? The policy of the United States after the Revolution? 5. What is the basis for the difference in the date of the admission of Ohio as given by Mr. Randall and that usually given? 6. Give an account of Dr. Cutler's efforts to secure the Northwest Territory for settlement. 7. Give the main provisions of the Ordinance of 1787. Just why is so much emphasis placed upon this Ordinance by historians? 8. Describe the organization of Ohio as a State. What was the first capital and why? 9. In what land grant does your county lie? 10. Locate by counties the Ohio Company's purchase. 11. Locate the Seven Ranges. Why so called? 12. What is the Geographer's line? Through what counties does it run? Why are surveyors so well acquainted with this line? 13. How do you account for so many different land grants in Ohio? 14. Name and locate three minor grants. 15. How do you account for the opposition to Governor St. Clair? Did political reasons enter into the opposition? 16. Name the members of the first court of the N. W. Ter-

ritory. Give a short sketch of each member. 17. Name some of the prominent early settlers of Marietta.. Can their influence upon the state be noted in its subsequent history? Specify. 18. Give an account of Gen. Wayne's movements against the Indians. 19. Did you ever read "The Sword of Wayne" by Chas S. Wood of Urbana? 20. Give an account of Ohio's first governor. 21. Where is "Adena," what is it, and for what noted? 22. What part did Ohio play in the war of 1812? 23. What places in Ohio did Lafayette visit? 24. At what time was Thomas Corwin governor of Ohio? What other offices did he fill? 25. Who was William Bebb? 26. Describe the literary work of the Cary Sisters. 27. Describe the political career of Joshua R. Giddings. 28. What was the purpose of the "underground railroad"? Name some of the stations in Ohio. 29. Why called "underground?" See Prof. Siebert's "The Underground Railroad from Slavery to Freedom."

GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY.
CHAPTER III.

1. What is the difference between the Atlantic lowlands of New England and those farther south? Where do the lowlands in typical form begin? 2. How did the Cavalier of Virginia differ from the Puritan? Why should plantations

rather than towns develop in Virginia while the reverse was true in New England? 3. Why in the development of our country are plantations so prominent in the South and cities so prominent in the North? Why were not Washington, Philadelphia, and Richmond located on the coast like New York? 4. Why is not the valley of the Susquehanna since it crosses the mountain barriers, as good a doorway to the interior as the Hudson? 5. Name the general effects on the early inhabitants due to the mountain barriers which shut them in from the West. Show that this had much to do with the final union of the colonies. 6. Does it seem wise in this day that the colonists should have spent a century and a half in building the states of the Atlantic before they passed beyond the central and southern Appalachians? Why? 7. How soon after the Revolution did the President send Lewis and Clark to the mouth of the Columbia river? Were or were not the leaders slow to see that the destinies of our Nation were beyond the Appalachians? Why? 8. Why should there have been such a struggle between the English and the French for the place now known as Pittsburg? What are its special advantages and environments? 9. What were some of the advantages of New York over Philadelphia in securing the trade of Pittsburg? Why did not New Orleans rather than New

York get it? 10. Could there have been a strong union between the East and the West with lands thus divorced in trade? Why?

CHAPTER IV.

1. What has the St. Lawrence and the Great Lakes, the northern gateway to our continent had to do with the history of the U. S.? 2. Has the chief drainage of the Great Lake region always been through the St. Lawrence? If not what were its outlets? Is there any indication now that in the distant future the Great Lakes may find an outlet through the Mississippi to the Gulf? 3. Name some of the probable results if such a thing should take place. The Great Lakes are due to what causes probably? 4. The geologist has determined that the beaches of the Great Lakes as they formerly existed are not horizontal to-day? What does this indicate? 5. Show that the Great Lakes have large influence upon the climate of those regions. That the soil as well as the climate is largely the gift of the lakes in many instances. 6. What have the Great Lakes meant in the life of man since the possession of America by European people? 7. Since Cleveland is neither at the head nor the foot of a great lake, what has contributed to its marvelous growth? 8. Name the causes that have contributed to the greatness of Chicago. Of Detroit. Are these causes for the most part

natural? Why? 9. Show the commercial value of the "Soo" and its relation to Duluth and the grains of Minnesota and the Dakotas and the ores of the lake regions. 10. Compare the tonnage passing

through the "Soo" with that passing through the Suez Canal. What are the proposed routes for waterways between the Great Lakes and the Atlantic suggested to Congress in 1900?

HELPS, HINTS, AND SUGGESTIONS.

IF I WERE TEACHING IN A COUNTRY SCHOOL.

By L. C. Dick.

To succeed, is opening the gate to the avenue of Success. If I were teaching a country school this year, it would be conducted in a somewhat different manner from that first experiment which meant so much to me, and I greatly fear, so little to the boys and girls.

Those pupils were surely the inmates of Christian homes; and the spirit of long suffering without complaint was so thoroughly instilled into their minds by this home training, that even to this day, as I occasionally meet one of them, no word of reproach is ever hurled at me. My ideas were like my body—*very small*; and my methods—if I had any—decidedly abstract.

To me, education for those children meant—book-knowledge—a committing to memory of the thoughts of the author of the Grammar; a parrot-like repetition

of the "rules of Arithmetic;" saying words in the Reader, knowing the dates printed in the History, and "locating places" in Geography. The last-named branch was "harder for me to *teach*" than any of the others, and quite frequently had to be omitted because of "lack of time;" but, when it had to be "*heard*," solemnly, for to the teacher it was a serious matter. We sat down, and, with map spread out upon the desk before us, both eyes riveted upon a "spot," with our mouth we asked the location of some unimportant island or river, and if the pupil hesitated, our hands being free to act, a gesture of impatience—we dared not raise our eyes for fear we could not again find the "spot"—conveyed to him our stamp of disapproval at his coming to recitation unprepared. We drew every dollar of our salary. Not long since we visited a rural school, and the young man in charge was endeavoring to "wade through" in about the same man-

ner as we had done in our first experiment. I felt like throwing my arms about him and saying—"My poor boy! Lay your weary head, filled with false definitions of education, upon this guilty breast, and let us shed several tears in unison."

It is not our purpose to write pedagogically from a technical standpoint; yet I believe that he who leads the child to grasp the idea of a *true* education, and is the means, both by precept and example, in helping him to obtain it, not by memorizing, but by living it, is the true teacher, and will never know what his life and efforts have been to the children, until he understands how the "Morning Stars sang together." Call it Pedagogy, Intuition, Common Sense or by whatever name you wish, but the man or the woman who is able to instill into the mind of my child these principles of *true life*, and a determination to live them, has graduated with the highest honors from the greatest Pedagogical School the world has ever known. Were I teaching in a country school, I should endeavor to accomplish this end.

Too many young teachers have the mistaken idea that it is a misfortune to them if they fail to secure a position in a "town school" and are compelled to seek for one in the rural district. "Away from the haunts of men" is sometimes a mighty good, and a badly needed experience.

I am firmly of the opinion that in order to give to the schools the best there is in you, you must have had experience in every avenue of our great School System. The pupil from the country school coming to us for the first time cannot be thoroughly understood if we are not personally familiar with the conditions in general, with which he has been associated. The same is also true of the teacher whose experience has been in the ungraded schools. (I trust the next Legislature will wipe the word "ungraded" from the township vocabulary by making supervision compulsory.) I believe we can only fully understand the teacher's real work in the country, and in the lower grades by having passed through them. If I have had any success as teacher in the rural schools of Ohio, I attribute it largely to experience gained as a pupil in a little white school-house, with forest to the north, ravine to the east, and corn field and meadow to the south and west; if I have had any success as teacher in the grades, I attribute it largely to experience gained as teacher in the country schools, and if I have had any success as Superintendent, I attribute it wholly to experience gained as teacher in the lower grades. If I were teaching in the country I should endeavor to make my life felt in that community. As I view it, the teacher's duty towards his pupils does not

end when the day's session is over. I believe he should engage heartily in the joys and social functions of the people, and I furthermore believe that he should refrain from engaging in any pleasure, though to him it seems harmless, if it is looked upon with disfavor by any number of the better element of his patrons.

I believe that greater possibilities for outside influence on the part of the teacher exist in the country than in the town or city; and believing this, I would not be doing my duty were I to fall back upon a false dignity and refuse to aid, or if the occasion required, assume leadership in something that would add to the pleasure, or the moral uplifting of the community. I do not wish to be misunderstood in this matter of educational foundations,

Principles of mathematics, language, etc., must be acquired, but if education is a *preparing for life*, I would see to it that the boys and girls in my country school were led to think along the line of morality and heart culture.

To lead them to do this, I would endeavor by every act, in the school room and out of it, to inspire their confidence. If I were to have a spell of the "blues," and couldn't possibly bring a smile to my face, I would dismiss school until I recovered. No man or woman has a moral right to carry into the school room, a lowering cloud and force

children to sit in its awful presence all day, while they tremble lest the lightning "strike."

No child can be compelled to learn. Interest him in the midst of pleasant surroundings, and the secret is solved. Furthermore, I would see to it that my boys and girls acquired a taste for *literature*. The children of the country school have just as much right to be shown how to discover the hidden beauties contained in the selections of our great authors as have their cousins in the towns. "How to overcome all your enemies, and how to make a person at a distance think of you," were the sentences contained in a Clairvoyant's advertisement, shown me a few days ago. The true teacher needs no Satanic aid to enable him to accomplish this; and in my country school, if I were true to my calling as the moulder of characters of future generations, long after I had passed from their midst, those boys and girls, grown to manhood and womanhood would rise up and bless the memory of the one, who had opened for them the petals of a grander, nobler life than that suggested by an arithmetic, and would teach their children the great truth that — "To succeed, is the mighty foundation of Success."

SYMPOSIUM ON SCHOOL CODE.

The following statements relative to the new school code from representative school people of the

State came in response to the following invitation: Please be kind enough to state in a sentence or a brief paragraph on the card attached the most evident benefits of the new school code as you see them manifested in your own city and county:

Supt. I. N. Keyser, Urbana: The manifest tendencies toward professional teaching.

Supt. Chas. Hauptert, Wooster: Among the benefits derived from the new school code I would claim power for increased school levy, longer term for board members, smaller boards in some cities, fewer school elections, elections at large, increased and legally defined powers of the superintendent, compulsory uniformity of records of teachers and boards, improved methods of granting certificates to teachers, a minimum age for teachers, pay for institute attendance and nomination by petition. The power of the Board of Review to reduce school levies is a menace to Ohio schools.

Supt. C. L. Van Cleve, Mansfield: To my thinking the most important feature of the new code is centralizing of authority in the selection of teachers. I can not say, however, that the operation of the code has been of any material influence in Mansfield up to the present, for superintendents in Mansfield directed the selection of teachers under the old code.

Prin. S. J. Wolfe, Lancaster:

The most evident benefits to this date were an increased attendance at our teachers' institute from the very first day. A marked interest in the study of literature.

Supt. H. E. Axline, Brooklyn: The tendency will be to make a real profession of teaching by demanding that teachers be better qualified and, hence, better paid.

Supt. W. E. Kershner, Columbus Grove: A great increase in the interest and attendance of the institute. Increased interest in the selection of members of the board in the country.

Supt. Aaron Grady, Nelsonville: The uniform boards in townships, villages and special districts, and provision for small boards in cities, and nomination by petition without designating party affiliation.

The uniform questions provided examiners will do their duty. The clause defining the duties and powers of the superintendent. The increased length of school term in rural schools.

Supt. C. S. Fay, Wyoming: Better attendance and attention at institute. More careful preparation on the part of superintendent and high school teachers.

Prin. H. H. Frazier, Tiffin: The most evident benefit of the new school code as visible thus far is the large and regular attendance at the annual institute last month. It seems to me I can see that the teachers are beginning to feel that the first steps have been taken to

elevate their calling to a profession. There seems to be awakening a professional spirit among the teachers of the county.

Supt. C. S. Wheaton, Port Clinton: Up to date the following evident benefits only are noted in this county—increased attendance at county institute and much more interest in O. T. R. C. Township boards have not as yet arranged courses of study and schools are going on as usual except, of course, that teachers are hired for the year.

Supt. F. S. Coultrap, Athens: No very marked results observed in new school code at this end of the line as yet. It will bear good fruit as time passes, I think.

Supt. Ralph M. Brown, Troy: It has made it possible to get better trained teachers and the co-operation of all with the superintendent in making the work a success. This is accomplished by the greater authority vested in the superintendent.

Supt. N. E. Hutchinson, Napoleon: The only benefit of the new code in sight is the increased attendance at the institute. Practically all the teachers were there from start to finish. It will certainly prove of great value to lower grade teachers to have their two and three year certificates renewed.

Supt. J. J. Bliss, Bucyrus: Increased interest in schools resulting from discussions of the past year. Increased attendance at institutes.

Increase of teachers' salaries. Tendency to give education a fair proportion of the taxes. Examination questions prepared by an expert.

Supt. A. F. Waters, Georgetown: We see no benefits yet either in our town or in county. Institute well attended but we have had larger enrollments. Many of us believe the district schools will be greatly improved under the small boards at large, but that is all to be determined yet. The people in the district schools generally opposed to the boards at large.

Supt. L. E. Everett, Uhrichsville: Paying teachers while in attendance at institute is certainly a great benefit, making attendance almost certain for the full session. Defining the duties of teachers and superintendents is and will continue to be beneficial as responsibility is located and fixed. The High School certificate will raise the standard for teachers of that class.

Supt. R. W. Mitchell, Defiance: Teachers will be employed in the country schools for the whole year instead of three to each school as heretofore. It is too soon to see any noticeable effect in the city schools. The selection of teachers by the superintendent will be a benefit to all schools. He ought to know what is needed.

Supt. J. W. Moore, Leetonia: New school code has increased interest in county institute. Has brought about the grading and su-

pervision of schools in a number of the townships. Is causing more thorough preparation on the part of teachers. Is bringing those in control to understand more fully that the schools of Ohio are "on the move" and, that in order to keep up, they must spend more money in school equipments and apparatus, and must pay the professional teacher better wages.

Supt. H. S. Piatt, Coshocton: The most evident effect of the new code here has been the united persistent enthusiastic attendance of the teachers at every roll call of the county institute.

Supt. E. B. Cox, Xenia: In so far as I am able to observe, school matters have not been changed by the new school code. Everything seems to move along all right. All new provisions are accepted in good spirit and adopted in practice. Everything for the improvement of the schools is what Greene county wants.

Supt. R. E. Rayman, East Liverpool: The new code stands for united and intensified effort in behalf of popular education.

Supt. Arthur Powell, Middletown: It is just a little early to note any very marked benefits of the new school code. One is an interest in teachers' institutes manifested by the school board.

Miss Margaret W. Sutherland, Columbus: City schools as yet have not had time to show the benefits of the excellent new school

code. I was away working in an institute at the time our own county institute was held; so for our own county I can not answer. But a very "evident benefit" in the state is the full regular attendance of all teachers at the county institute owing to the prospect of pay brought about by the new code.

Supt. John E. Morris, Alliance: In city—board of five; election in November; new members coming into board in January gives them a chance to investigate schools before election of teachers. In township—board elected at large; required course of study; almost mandatory demand for superintendency.

Supt. J. D. Simkins, Newark: A livelier interest in educational matters.

Supt. Horace A. Stokes, Delaware: The greatest benefit is the longer tenure of office of the board of education. This will tend to longer terms for superintendents and teachers, and, consequently, better schools. Stiffer examination requirements will also work toward more efficient teaching.

Supt. J. W. Swartz, Greenville: Keener interest in county institute. Stimulus to better professional preparation.

Supt. W. R. Comings, Elyria: The advancement of teaching as a profession. A more general recognition of the power and influence of the superintendent. A better recognition of education as a quali-

fication for high school teaching. Larger attendance at institutes and better schools as a result.

Supt. James T. Tuttle, Washington C. H.: The recognition of teacher, who is most important factor in development of the child, by giving him encouragement for better preparation and a longer tenure of position, is to me the most important feature of the new code.

Supt. R. P. Clark, Ashtabula: I see no marked benefits as yet for city schools under new code. May later. I think it will benefit township schools more than city.

Supt. J. P. Sharkey, Van Wert: The new code will give the next Legislature plenty of business.

Supt. J. E. Ockerman, Lakeside: The most evident benefit of the new school code is the quickening of interest in the county institute and along the lines of the O. T. R. C. work. Ottawa county has never had an institute with so large an enrollment and "regular daily attendance" as the one just passed.

Supt. Ed. A. Evans, Chicago: That of bringing the teachers *all* together in attendance at the county institute has, to date, been the most evident benefit of the new school code.

Supt. S. H. Layton, Gallipolis: The new code will secure better teachers and eventually supervision for the rural schools. In the cities through the superintendent's initiative a better class of teachers will be secured.

Supt. E. M. Van Cleve, Steubenville: Too early yet to say. We expect the small board elected at large to be an improvement in centralizing responsibility and in point of being less unwieldy.

Supt. H. L. Frank, Marion: My magnifying glass is not strong enough to enable me to see as yet any "evident benefits" of the new school code. We have not become conscious as yet of its influence.

Prin. F. W. Yapple, Cillicothe: Revival of the institutes; professional unity; intense inquiry and study; a feeling of thankfulness for state recognition.

Supt. F. J. Roller, Niles: Conditions here are such that the benefits of the new school code are not yet manifest.

Supt. S. K. Mardis, Toronto: The new school code has rationalized the classification of school districts, unified township and city organizations of boards of education, made the election of all the members of the board by all the electors of the district, made it possible to remove school elections from partisan politics, given the people interest on their deposit funds, removed banking interests from school elections, raised the standard of teaching, made the examination tests for counties uniform throughout the state, prevented children under 18 years of age from getting certificates to teach, recognized professional courtesy, made position of teachers more secure.

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O. T. CORSON, EDITOR AND PROPRIETOR.

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Western School Journal.....Topeka, Kas.
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Wisconsin Journal of Education.....
.....Madison, Wis.

THE next State Examination will be held in Columbus, December 27-29, 1904. Address all communications to the clerk of the Board, Dr. C. C. Miller, Lima, Ohio.

TAKE care of your school and it will take care of you.

THE best way for a teacher to secure the approval of parents is to merit the confidence of children.

A WISE teacher does not attempt to see or to know absolutely everything that goes on in his school and very frequently shows his wisdom by not pretending to see or to know all that he really does see or know.

WERE teachers as ready to commend worthy effort as they are to

condemn lack of effort on the part of their pupils, they would be kept so busy at the former that very little time would be left for the latter.

A GLIMPSE into the home life of some of the children who appear dull and stupid will frequently explain the cause and will do more to help the sympathetic teacher to reach their minds and touch their hearts than weeks of worry and months of moralizing.

THE recollection, of the spelling and ciphering matches of boyhood days prompts a query as to whether some of our modern schools would not profit by an occasional return to the old ways of stirring up a wholesome enthusiasm in these two important branches of study. Teachers who have become so dead in their formalism that they can not endure any deviation from the regular method, would not feel comfortable in the presence of some of the old time scenes and experiences which excited the whole neighborhood with an intense interest, but the good of the school sometimes necessitates discomfort on the part of a lifeless teacher.

THERE are many indications that on both sides of the ocean school authorities are coming to their senses and more in a realization of the folly of attempting to teach everything to the pupils of the elementary and secondary schools.

The editor has recently read with profit the last report on secondary education in Scotland and is not surprised to note that, even in that conservative country, the mania for enriching (?) the course of study in quantity has reached a stage that calls for a note of warning. In calling attention to the harm resulting from the continued steady growth of overpressure in the upper classes of many of the secondary schools, this report goes to the center of the whole trouble in the following statement:

"The ultimate cause lies in the efforts to attain a very high degree of efficiency in too wide a range of subjects."

Some time, perhaps, the lesson will be learned that *efficiency* in a few branches is better than *deficiency* in many, and then the public schools will endeavor to teach a few things thoroughly.

THE teacher needs to examine himself more frequently and thoroughly than his pupils. Am I growing in knowledge of the subjects taught and of the children to be taught? Have I more or less of self-control than at the beginning of the year? Do I complain less about the difficulties and rejoice more in the opportunities which come to me in the school room as the days go by? Are the boys and girls in my school more or less interested in their studies than they

were a month ago? Is the sentiment of my school in favor of prompt and punctual attendance, good order and correct behavior, and hard work and honest endeavor, increasing or decreasing? Am I becoming more conscious of my weaknesses and am I more determined to overcome them? These are a few of the many suggestive questions which an earnest, honest teacher can and will put to himself occasionally. The examination need not be written but the conclusions derived from an inspection of the answers should be carefully noted in the mind.

MORE than twenty years ago the editor with much fear and trembling, presented himself before the State Board of School Examiners as an applicant for a state certificate, and the following June attended his first meeting of the State Teachers' Association. While there, a member of the faculty of Denison University, a representative of the Granville board of education, asked for an interview in which he stated that a superintendent was sought for the schools of the village and that the editor had been recommended for the position by a member of the State Board of Examiners who was intimately known by the patrons of the school. This unexpected kindness on the part of a stranger has never been forgotten and it is with genuine sorrow that the announcement of

the death of this man, who was ever ready to help others, is read in the August MONTHLY, on the other side of the Atlantic. Reference is made to the late Superintendent H. M. Parker of Elyria whose rare common sense in school affairs always made him a safe adviser, and whose generous heart ever prompted him to utter encouraging words to those who were younger in the work than he. The "Old Guard," to quote one of Mr. Parker's favorite expressions in referring to the members of the State Association, is rapidly passing away and their successors must take up the pleasant task of passing on the kindness handed down to them, by those who are gone, to the younger teachers who follow.

It is fairly easy for us school people to withstand adversity for we have had a great deal of practice. But it is not so easy to maintain our equilibrium in prosperity. Paradoxical as it may appear there are many wrecks that bear gruesome witness to the path of prosperous breezes. True, there must have been some inherent weakness that needed only the stimulation of prosperity to develop. We are all coveting promotion but the very thing we seek might prove our undoing. Success always means responsibility and he who is not able for greater responsibility will not be able to bear success. The roof is

put on after the sub-structure has been built. ———

PRINCIPAL J. STANLEY BROWN, who rules over that great high school in Joliet, Ill., writes an article for the September *School Review* advocating a great number of things—a six-year high school course, a school year six weeks longer, from three to ten acres of ground near every school house for athletic purposes, gymnasiums, bath rooms, and other working paraphernalia for all school buildings, and increased salaries for teachers. Steady, Brother Brown, steady! Don't forget that you are from Ohio and that we Buckeyes are subject to heart failure under great excitement. Your programme amounts to an inundation and takes our breath away. However, you speak as one inspired and we are glad to have an Ohio man point out to us the way of salvation.

Now that superintendents are authorized to appoint all teachers, it behooves those who aspire to promotion to see to it that these same superintendents become acquainted with them and their work, if they think it will bear inspection. These superintendents will be casting about all the while for efficient teachers and will be alert at every meeting of teachers to discover merit. They will note everything that has to do with the ques-

tion of efficiency—the general bearing, the use of language, the interest in association meetings, the educational papers that are taken, the work of the O. T. R. C., the spirit of the teachers whether professional or otherwise. The young teacher who assumes an air of superiority to all these things will not likely impress the superintendent favorably. ———

TEN thousand hearts are going out to Dr. J. J. Burns to-night as he sits shrouded in sorrow, all yearning for the hallowed word that might cause the light to break upon the gloom. We all long for the sun-rise but the night is long. With faces turned in anxiety toward the East we shall all hail with joy the first faint hint of light for our bereaved friend. His life is intertwined with ours and his sorrow is our sorrow. For many years his life has been given to us freely and we are what we are largely because of him, and when this life current ceases but for a day we all feel the shock. May the beatings of these thousands of hearts in genuine sympathy prove that there are those who love him and yearn for his help and guidance in the years to come.

IN his recent book "A Modern School," Dr. Paul H. Hanus of Harvard makes use of the very felicitous expression *serious pleasures* as applied to the work of pu-

pils in our schools. Art has been defined as "the expression of man's joy in his work" and if we teachers could only do our work with the boys and girls so that they would derive pleasure from what is commonly called drudgery and find joy in the most serious business of the school then, indeed, could our work be called artistic and the pupils themselves would have taken a long stride toward realizing this definition of Art. That work which gives pupils as much pleasure as play has many advantages over real play without subtracting from the pupil's pleasure. This is a high standard but it is surely not beyond the reach of many a teacher in our schools.

It was the writer's privilege to be in Paris on July 14th and to witness the celebration commemorating the fall of the Bastille. This is the great national holiday corresponding to our Fourth of July. To the credit of the Parisians be it said that their holiday was free from all the noise that characterizes our own celebration. Their's was conducted with the utmost good order and good nature, and, though prolonged till far in the night, there was nothing unseemly or disorderly. The use of explosives in our country has rendered our holiday not only dangerous to life and limb, but also very trying to that large number of people who would

prefer a greater degree of quiet. There is much in our celebration that might well be eliminated without any diminution of genuine patriotism. If the schools can bring this about they will have rendered a notable service.

THE young teacher who is looking anxiously toward the time when he will have attained some of his ambitions in the line of promotion may well and profitably contemplate the rounds of the ladder he hopes to ascend. Many such teachers deem it wise and profitable to spend several weeks each year at some summer school reviewing subjects they have been studying and teaching, possibly, for years. This, in most cases, is a clear waste of time and energy. If instead of these reviews they would prosecute some new subject in language, mathematics, history, or science during these weeks of each summer, new light would be shed upon the subjects they teach and their work would be characterized by new vigor. Best of all, they would be getting on, and would feel the inspiring influence of progress and experience all the joy of the discoverer.

THE office boy needs a new hat anyhow and can just as well get one a size or two larger. State Senator Lewis B. Houck of Mt. Vernon is wholly responsible and

never should have written such a letter to a callow and impressionable office boy. We insert his letter just as gently as the coming of the dawn (blushing all the while like a sunset):

I have just finished reading the September number of the OHIO EDUCATIONAL MONTHLY, and I cannot refrain from dropping you a line commending the MONTHLY, and especially the September number. It is certainly filled with excellent meat for the teachers of Ohio and adjoining states. It seems to me that no progressive teacher can afford to miss the good things that appear each month in the EDUCATIONAL MONTHLY. During my experience as a school examiner, for nine years, and a teacher for ten years, I met and formed the friendship of many of the teachers and examiners in the state, and it seemed to me, after reading all that appeared in the September number, under the head of Educational News, that many of my old friends of ten years ago were making advancement in the educational world, and I thought I could see the earmarks of my good friend Pearson with his mother wit and originality in many of these items. They were well written, and I hope they will be continued every month, I know you will pardon me dropping a line to you at this time, but I could not withstand the temptation of writing a few words of commendation and encouragement.

A TEACHER of much experience says he believes that teachers themselves are often responsible for cheating in examinations, and proceeds to explain that the method

of teaching the subject prior to the examination, the autocratic bearing of the teacher, the absence of cordial relations between teacher and pupils, and the undue emphasis that is put upon correct answers with the attendant threat of low grades or failure, all tend to incite the pupil to do the thing which under wise and friendly guidance he would scorn to do. This is a serious charge and should cause all of us to take a careful inventory of our equipment and methods in order to a full and complete acquittal at the bar of our own judgment. There is small comfort in producing an expert mathematician or scientist or linguist if we have spoiled a boy in the process.

LET us suppose that two applicants are giving answers to the question "Name three novels which you consider best as types of highest forms of novels." One of these names "Mrs. Wiggs," "Butternut Jones," and "The One Woman," while the other names "Lorna Doone," "John Halifax," and "Westward Ho." Would the examiner mark both answers correct? If so would the former not carry back to his school and community the tacit approval of the examiner of that sort of books? It follows, therefore, that the examiner has a deal of responsibility in this work of fostering an appreciation of good literature among the teachers

of his county. "Lorna Doone" will survive as literature while books of the cabbage patch style will sink into oblivion in a very short time. Hence these examinations in literature afford excellent opportunities for the examiners to do some wholesome missionary work.

WHILE we are rejoicing in those provisions of the new code that give us immunity from some of the things we did not like, it is well to remember that Boards of Education have some rights that teachers are in honor bound to respect. If a Board enters into a contract with the teacher that contract becomes binding and no Board seeks to abrogate it save for flagrant violations of the tenets of law and order. But there are teachers to be found, now and then, who yield to the temptation of increased salary and violate their contract with Boards. This is very rare, but whenever it occurs it does violence to the professional spirit of teachers. We know two men who just recently were offered better positions but were too honorable to accept, and preferred to sacrifice salary rather than honor.

THERE is no institution in America that more nearly represents the principles of democracy than the public school. Now and then some pessimistic misanthrope gives vent to ebullitions of venom against the schools but they go right on in

their work of providing for rich and poor alike conditions and opportunities for growth. The boy in velvet and the boy in jeans sit side by side and strive with the same problems, and each gladly accords the palm to him who wins. In the public school success is based upon work and worth, and the prize is always bestowed upon the winner be he poor or rich. Were the acquisition of knowledge, as such, entirely eliminated from the schools they would still be worth all they cost because they inculcate and foster the principles of true democracy, principles that underlie every step of our progress as a nation.

So much time and attention are now given to the subject of English in our schools, and the teachers of the subject are so eager to find the right path that we append a paragraph by Dr. Nicholas Murray Butler on the subject. He says "The mother-tongue differs in one respect from all other subjects of study. It is not only the end, but the vehicle, of instruction. For this reason all teaching is English teaching, and every school exercise may be made, and should be made, an English lesson. English is a living language, not a dead one. Therefore it is that its modern masters vary it and add to it in ways that mark their genius. Pedantic English is not the same thing as correct English. School-taught Eng-

lish usually errs in the direction of pedantry; it lacks life and virility. The corrective is to be found by bringing the child early and late into contact with literature that has character and distinction. Teach him to love this, to return to it often, and his own spoken and written English will be worthy."

SOMETIMES we teachers in the cities seem to feel our superiority over teachers in the country and smaller towns. Apropos of this we listened, recently, to a man who traveled over the state during the past summer and who became enthusiastic in his praise of the sterling qualities of the teachers whom he came to know in places remote from the great cities. These teachers in the country and villages are working out a great problem of education, and their efforts in struggling toward the light, render them virile and forceful. They are not working under a system with a big capital S, but each, largely for himself, is striving to master the situation as he finds it. To him mastery is becoming a habit and his pupils feel the influence of his striving in every part of their work. If we would make inquiry as to the successful men in our cities the country teacher and the country school would seem larger.

INTEREST naturally centers in the first list of questions on Literature sent out from the Commissioner's

office, and this list will bear more than a single reading. There is enough in the one question What is literature? for an entire examination if we interpret adequately what was in the mind of the one who made the list. Nor can this question be dismissed lightly for upon the answer may hang the future well-being of many a pupil in the public schools. Possibly there are those who gave answers to enough questions of the list to obtain the coveted certificate but who failed on this first question. This failure may have been due to a total lack of appreciation of what we call good literature, and, if so, the failure is deplorable, for if that teacher is encouraging pupils to read common-place books the injury done them may prove to be far reaching. Furthermore, we may be able to name the writers asked for in number seven of the list and still know little or nothing about most of the books or poems. Some, no doubt, will read Sir Launfal as one result of this examination but many others will give the name of the writer, glibly enough it may be, and then dismiss the whole subject. Right here lies the danger. Of two persons giving the same categorical answers to the questions there will be found in the answers of one a quality that the other lacks; and this quality marks a degree of appreciation of what literature really is and should be recognized in the grading. The

list is very comprehensive and suggestive, and should stimulate every teacher in Ohio to a degree and a kind of reading to which many of us, perhaps, have been almost strangers.

WE enjoy mountains, we enjoy lakes, we enjoy rivers, and we enjoy landscapes but most of all we enjoy folks. We enjoy those especially who have something to give and enjoy the giving. Such folks are most interested in the process of getting that they may have something to give. Lee A. Dollinger, of Sidney, is one of this sort of folks, and we are glad to reproduce from his vest pocket note book a quotation from Dr. Henry Van Dyke that will appeal to all who are interested in literature:

"I read in Shakespeare the majesty of the moral law; in Victor Hugo, the sacredness of childhood; in Goethe, the glory of renunciation; in Wordsworth, the joy of humility; in Tennyson, the triumph of immortal love; in Browning, the courage of faith in God; in Thackeray, the ugliness of hypocrisy and the beauty of forgiveness; in George Eliot, the supremacy of duty; in Dickens, the divinity of kindness, and in Ruskin, the dignity of service. Irving teaches me the lesson of simple hearted cheerfulness, Hawthorne shows me the hatefulness of sin and the power of penitence, Longfellow gives me the soft

music of tranquil hope and earnest endeavor, Lowell makes me feel that we must give ourselves to our fellow men if we would bless them, and Whittier sings to me of human brotherhood and divine fatherhood."

IN MEMORIAM.

Mrs. Burns, wife of Dr. J. J. Burns, passed from this life into life eternal at nine o'clock Monday evening, September 12, 1904.

The change came sweetly and peacefully and her going was as one who lies down to pleasant dreams. Her illness was of short duration and did not assume an alarming form until a few hours before the culmination. Although this city has been the home of Mrs. Burns but for a few years the ties of friendship she had formed were very strong and all who knew her loved her. Having been born in the sunny south she possessed all the loyalty and devotion of a true woman of the southland and these traits with her gentleness, refinement and high intellectuality endeared her not only to her own home circle, but to all with whom she came in contact. She never intruded her views on others, but all felt the influence of the beautiful spirit which was in all things like unto the One who made our hope of immortality possible.

Preferring always her own home fireside and the companionship of

her family and books, she was always genial and cordial and a welcome addition to any social circle. With her passing away the light of the home has gone out. She lived to be a joy to the husband whose life she had blest for many years and he, with the daughter and two sons, "rise up and call her blessed."

Genuine sorrow is felt by a wide circle of friends not only here but in other cities in which she lived at the death of one who was always gentle, charitable and kind, and her memory will be lovingly cherished until we meet an unbroken circle "in the beautiful isle of somewhere."—*Defiance Daily Express*.

TRAVELING LIBRARIES.

The Traveling Library Department of the Ohio State Library, organized in 1896, has steadily grown in popularity. Increased appropriations have made it possible to meet more satisfactorily the growing demand for books. Among those who have made use of the traveling libraries are the public schools. It is the desire and purpose of those in charge of this work to serve them more efficiently than every before.

Teachers and superintendents who expect to use these libraries are invited to apply early. Applications are welcome at any time, but if requests are sent in soon the rush of early winter will be avoided

and the service will be more satisfactory.

Although the system has been explained at different times in *THE MONTHLY*, there may be many now engaged in school work who do not understand fully the conditions under which traveling libraries are sent to schools, clubs, granges and other organizations. To such we desire to say that a card or letter of inquiry directed to the Ohio State Library, Traveling Library Department, Columbus, Ohio, will bring a prompt response and full particulars, including blank application forms.

A school or other organization may have the use of a collection of good books for six months at the small cost of transportation from Columbus and return.

C. B. GALBREATH,
State Librarian.

HERMAN S. PIATT.

So quiet was the coming of Supt. H. S. Piatt, of Coshocton, into our state, and so unostentatiously has his work been done that only latterly have we come to appreciate the full measure of the man. However, there is a conviction abroad in Ohio at the present time that he is one of the strong school men of the state, and it is greatly to his credit that this conviction has been a growth rather than a flash. From the first he has seemed quite content to let his work speak for itself, nor

has the work neglected to speak. His probation has been entirely satisfactory and we feel that it is high time to take him into full membership. Though born and reared in Illinois, he is now an Ohio man, and is fully entitled to all the privileges, the joys, and the glory of a native Buckeye—for he has nobly won his place. His career is the old story of hard work, little

before a school as teacher. By the closest economy and unyielding energy and patience he has become a ripe scholar, and this added to the many gifts that nature has bestowed fit him pre-eminently for leadership in educational affairs. We are glad to present a cut of Dr. Piatt herewith that all our readers may come to know the face of the man who with so much grace and success presides over the schools of Coshocton.



HERMAN S. PIATT.

pay, studying nights, working his way through college, boarding himself, and all the other details—that so many sterling men have experienced. All this, however, finally culminated at Strassburg, Germany, where he gained his degree of Ph. D. in July, 1897. Though trained to the newspaper business he has a natural bent toward teaching as he discovered the first time he stood

EDUCATIONAL NEWS.

— At New Lexington, Geo. A. Elliott has been added to the high school force, Miss May Listen, of Gallipolis, has seventh grade work, and Miss Sue Ward has charge of the music, succeeding Miss Sara Shanley, who resigned to accept a more lucrative position in New York.

— Supt. C. L. Martzoff has been recalled to Monroe county for institute work next year. Verily, the righteous flourish.

— Supt. J. W. Jones, of the Institution for the Deaf at Columbus, has, since September first, been a Juror in the Department of Education at the St. Louis Exposition. He was appointed by the President of the Exposition, and is the only one from Ohio. We are all glad to have our state represented in bodies of such commanding influence, and are specially glad when

our representative is such a man as Supt. Jones. We congratulate both him and Ohio.

— Mr. S. D. Vale has been elected superintendent at Syracuse, Ohio, vice E. A. Ervin, traveling representative of Ohio University and State Normal School at Athens.

— Mr. F. M. Smith, of the Jackson, Ohio, high school, goes to Bloomingburg as superintendent.

— Supt. W. T. Heilman, after a year's absence from Canal Winchester as teacher in the Columbus high school, has been recalled to Winchester at \$125 per month,



COSHOCTON HIGH SCHOOL.

— Miss Edith I. Beman goes from the high school at Massillon to the Cleveland high school.

— Miss Elizabeth Kingsbury comes from Nebraska State University to the Department of German and English in Buchtel College.

which increased salary shows their appreciation of Mr. Heilman.

— Supt. Homer E. Dye takes up the work of superintendent at Glen Roy under favorable conditions, and the schools are in excellent condition.

— Mr. D. S. Chambers has been elected to the department of history in Eaton high school.

— Miss Agnes Osborn has been advanced from the grades in the Dayton schools to a position in Steele high school.

— Miss Susan Hotchkiss, formerly of Western Reserve Academy, goes to the department of German at Ashtabula.

— T. C. Madden, recently principal of the Clinton Tp. High School near Columbus, has taken charge of the high school at Sabina. Mr. Madden goes to his new position with excellent preparation for the new duties which fall to his lot.

— Supt. Jesse McCord, of Yellow Springs, has been authorized by his board to purchase necessary apparatus for the high school. This speaks well for the success of Mr. McCord's administration.

— Supt. F. H. Warren, of Hillsboro, in a revision of the course of study introduced a commercial department and the board has employed Mr. W. F. Baird in charge of this department. Mr. Warren has had a prosperous administration as superintendent of the Hillsboro schools.

— Supt. E. H. Baldrige, of Peebles, enjoys the confidence of a board of education which has recently beautified the building and grounds, extended the term of

school and arranged for improving the library and apparatus equipment. The Peebles schools have been greatly improved within the past few years, and the high school now ranks as second grade.

— Supt. M. J. Flannery, of Sabina, was recently appointed county examiner of Clinton county. This appointment is a recognition of Supt. Flannery's ability as a teacher and success as superintendent of the Sabina schools.

— Mr. F. E. Elliott, principal of high school at Fremont, has been elected superintendent at Ashtabula Harbor.

— Miss Mary Donahay will have charge of the work in English this year in the Martin's Ferry high school.

— Steele High School, Dayton, is changing from the one to the two session plan. This is made absolutely necessary by the crowded condition of the school.

— All the high schools of Cleveland have manual training as an integral part of their courses of study this year, which is under the control of the principals the same as other features of the work.

— Supt. T. C. Coates, of Pomeroy, and Supt. C. L. Martzloff, of New Lexington, will address the teachers of Gallia county at their first regular meeting October 8th, at Gallipolis.

—Dr. C. C. Miller, of Lima, and Dr. Chubb, of Athens, have been recalled as instructors in Perry county for next year.

—C. H. Dumaree, of Athens, is the O. T. R. C. secretary of Vinton county, and has succeeded already in enrolling a large number of teachers.

—Supt. J. B. Vining, of Edison, begins his work under bright skies. His salary is \$700.

—Supt. A. I. McVey, of Blanche, is taking hold of the work in a masterly way, and the outlook for the year is most encouraging.

—Miss Minnie Deissle, of Logan, has been elected as teacher of English in the high school at Canton.

—Supt. F. W. Wenner and Prin. C. A. Cockayne, of Martins Ferry, are rejoicing that their new high school building is about ready for occupancy. It is said to be one of the finest and best arranged high school buildings in the state.

—Supt. Shimp starts his second year's work at Delphos with the most flattering outlook for a prosperous school year.

—The officers of the Van Wert County Institute elected at the August meeting are, President, S. E. McConehey; Secretary, Margaret Jones, Van Wert; Executive Committee, J. E. Fast, Delphos; I. F. Alexander, Conroy; and C. M. Drury, Van Wert.

—The Van Wert County Fair School Exhibit was one of the most striking features of the fair. For the first time Educational Hall was not big enough. The fair board has promised an addition next year. Van Wert, Ohio City, Conroy, Scott, Wren and nearly every township in the county were represented in the display. Harrison township again carried off the honors for township and individual exhibits. Several other townships made excellent showings. Superintendent J. W. Wyandt, of Bryan, a Van Wert county "boy," and formerly teacher in the Van Wert high school, awarded the premiums.

—The following list are teachers of the Van Wert city schools who are teaching their first year in their present positions: Margaret Jones, several years' experience in country schools; Anna Scott, four years' experience in village schools; Ona Ferguson, four years' experience in country schools; Zelma Frank, one year in Ohio City; Minnie Hatfield, one year in Willshire schools; Jennie Priddy, one year as substitute teacher in Van Wert schools; Margaret Flaharty, graduate 1904, Van Wert high school; Zelma Yoh, one year substitute in Van Wert schools.

—Van Wert, Putnam and Allen counties will hold a "Tri County" the third Saturday of October in Delphos. Hon. E. A. Jones is expected to be present.

—Supt. J. A. Catchpole, Willshire, will have charge of the Reading Circle work in Van Wert county for 1904-05. All teachers in the Van Wert schools, including substitutes and several high school pupils are doing the Reading Circle work. Prin. C. M. Deniston is local secretary.

—Van Wert county is unanimous and enthusiastic in her approval of the appointment of Supt. Williams, of Sandusky, as State School Examiner.

—The Van Wert schools opened September 12 with the largest attendance in the history of the schools. High school, 181; grades, 1,285. Forty Paterson certificate pupils attend the high school.

—Supt. Grenlach, of the Conroy, Ohio, schools, is taking hold in his new field and is making a most successful start.

—Supt. J. P. Sharkey's daughter, Lucile, is teaching in the country near Van Wert, the same school she taught last year. She is of the class of 1903, Van Wert high school, and next year expects to begin the classical course in Oberlin.

—Prof. Victor Moon, science teacher in the Van Wert high school, spent the summer in Chicago University.

—The Holmes County Teachers' institute was held the last week of August and was well attended. The

instructors were Prof. Parsons of Delaware and Hon. J. A. McDowell of Millersburg. The following officers were elected: President, L. H. Kaser, Walnut Creek; Secretary, Ada Hyatt, Killbuck; Ex-Committee, A. W. Elliott, Lyndon Hitchcock, Millersburg, and H. C. Logsdon, Millersburg, R. D. No. 2. L. H. Kaser was re-elected secretary of the O. T. R. C. Supt. E. M. Van Cleve of Steubenville, and Supt. Arthur Powell of Middleton, have been chosen instructors for next year. The first quarterly Association will be held in October.

—Miss Margaret Sutherland will deliver six lectures to the Columbus teachers and their friends on the general subject of English Grammar beginning October 5th and concluding November 9th, giving one lecture each week. The subjects are as follows: 1. The Noun and the Pronoun. 2. The Noun and the Pronoun. 3. The Verb. 4. Infinitives and Participles. 5. Connectives. 6. Composition.

—Supt. J. F. Henderson of McArthur has two valuable assistants in his high school work in Prin. H. M. Coultrap and Miss Jennie F. Dowd who has been promoted from eighth grade.

—Supt. W. H. Cole of Huntington, W. Va., is rejoicing in the fact that their new library is now

available and we are quite certain that its working qualities will be thoroughly tested by their Superintendent of Schools. He knows what a library is for.

—Commissioner and Mrs Jones were tendered a delightful farewell reception by their many friends in Massillon on Friday evening, September 16th. Hundreds of people thronged the Presbyterian church which was thrown open for the occasion to express their interest and good wishes. The sadness of their removing from the city which has so long been their home was thus mitigated and they were made to feel that their going will be but to make new friendships and not to lose any of the old.

—Enos H. Porter succeeds Supt. D. M. Whetstone at Evansport, Defiance county. He is county secretary of the O. T. R. C. which shows that the teachers of the county have large faith in him.

—Supt. H. H. Fisher of Grafton is the new O. T. R. C. secretary of Lorain county.

—Supt. Philip E. Ward of Mentor is supervising the publishing of a bi-monthly paper designed to keep the patrons of the school informed of the work in the schools and awake to their needs. The people will no doubt appreciate and reward such enterprise.

—The following is a fairly complete list of the graduates of the

Columbus Normal School of which Miss Sutherland is Principal who are teaching outside of Columbus:

Edith Blaisdell, Newark; Eles Bridge, Franklin, Ohio; Mary Clemson, Thornville; Charlotte Coddington, Bowling Green; Marie Conard, Licking Co.; Stella De Selm, Piqua; Katherine Eigensee, Mansfield; Ruby Fisher, Milo; Gertrude Fleming, Colorado; Catherine A. Hutt, Pike Co., Elizabeth E. Jones, Clinton Tp.; Mamie E. Julian, Clinton Tp.; Harriet S. Lawrence, Franklin Co.; Fay Leib, Franklin Co.; Muriel Moyman, Clinton Tp.; Nellie Reeves, Clintonville; Rose Tyler, Franklin Co.; Effie Whitzel, Clinton Tp.; Emma Wronto, Huntington, W. Va.; Helen Gibson, Prairie Tp., Franklin Co.; Kate Jewett, Richwood; Olive Lower, Salem; Caroline Meade; Anna Ashbrook, Milo; Adah Evans, Grove City; Blanche Tipton, Washington Tp., Franklin Co.; Bertha Turner, Middletown; Nora Waugh, Missionary School in India; Ruth Jenkins, Salt Lake City, Utah; Elsie Boynton, Portsmouth; Estella Dunkle, McArthur; Edith Heyl, Pembroke, Bermuda; Cora Allen, Perry Tp.; Helen Bartlet, Clinton Tp.; Elizabeth Drew, Elmwood; Florence Duvall, Washington Tp.; Grace Hafford, Franklin Co.; Harriet Howe, Bellefontaine; Ella Knox, Shauck; Martha Koehne, Champagne Co.; Ruth Lawrence, Bell-

ville; Jeannette Phillips, Perry Tp.; Aline Purdy, Mansfield; Delia D. Rice, Delavan, Wis.; Harriet Rowland, Business College, Columbus; Emma Rudin, Clinton Tp.; Ruth Titley, Mt. Sterling; Carol Tyler, Clinton Tp.; Lizzie Willcox, Franklin Tp.; Margaret Ziebold, Barberton; Flora Douglas, Plain City; Margaret Dubois, Mt. Sterling; Amy Fisher, Franklin Tp.; Hedwig Gamper, Plain City; Jennie Lewis, Groveport; Mary A. McDonald, Clinton Tp.; Edna Palmer, Middletown; Nellie Patton, Greenville; Edith Smith, New Holland; Norah Barnhart, Clinton Tp.; Grace Bareis, Philadelphia, Pa; Madge Kanode, Hamilton Tp.; Hester Kiler, Niles; Florence Briggs, Dayton; Blanche Chain, Salem; Marie Gogle, Toledo; Jessie Stuart, Cleveland; Grace Vance, East Cleveland; Hattie Van Wormer, Newark; Credola Summers, West Jefferson; Dillie Dill, Worthington.

—Ohio University, at Athens, opened Tuesday, September 13th, with a student attendance of nearly four hundred, an increase of twenty per cent over the enrollment of the first week of the college year of 1903. The increase of students is fairly divided among the different departments and colleges of the Institution. The new department of Civil and Mining Engineering, under the direction of Prof. Lewis J. Addicott, begins with a gratifying

number of students. Two courses of study—a two-year and a four-year—are offered. The degree of B. S. in Civil Engineering will be conferred upon those who complete the full four-year course. The old-time College of Liberal Arts, now entering upon the second century of its existence, is maintaining its well-won prestige. It shares to the full in the increased student patronage that has come to Ohio University in recent years. The State Normal College has a student body in which every section of Ohio is well represented. The College has become well-known and popular among Ohio teachers by reason of its well planned and practical work. Through the Summer School connected with it, it has reached and aided hundreds of teachers whose time and efforts are devoted to their school duties in the regular terms of the school-year. Under the administration of President Ellis, and through the effective service of his co-workers in the Faculty, Ohio University is commanding a proud position among the institutions of higher learning in Ohio.

—Miss Abbie Rye, first grade; Miss Grace Johnson, fourth grade; Miss Elizabeth Keyer of Tiffin, fifth and sixth grade. This is the list of new teachers in the grades at Napoleon this year.

—Supt. John A. Wright of Liberty Center is giving a decided im-

petus to high school work by the purchase of apparatus for a physical laboratory.

—Napoleon township, Henry county, has taken a forward step in the election of a superintendent in the person of Ralph Wright. The success of Harrison township under Supt. Tobler is bearing fruit. The next step will be centralization and the excellent roads of Henry county make this step entirely practicable.

—Prof. W. W. Boyd, Ohio State University Visitor, is available for a few weeks' institute work next year. His success in this line of work has been quite marked.

—Miss Blanche Cole, a graduate of Western Reserve, succeeds Miss Annie W. Langley as teacher of English and history in the Napoleon high school.

—Miss Ella Shelt who has been teaching fourth grade at Napoleon for ten years has taken a position in Indianapolis at \$600. Her successor is Miss Nora Hahn who has taught four years since graduating in the Napoleon high school.

—Bryan and Stryker are just entering upon the possession of new and beautiful modern school buildings equipped with everything to make school attractive to pupils and teachers. The new Carnegie library at Bryan is about completed and the teachers' work will shortly

be aided and supplemented by a fine collection of books.

—Miss Anna Robb is assistant in the high school at Jamestown this year. She is a graduate of Monmouth College, and is well equipped for her work.

—Prof. J. A. Bownocker, of the Ohio State University, devoted most of the summer to the geologic survey in Belmont, Monroe, and Washington counties, mapping coal areas, determining thickness of veins, and, in short, making a complete record of all that pertains to coal in that section.

—Miss Rose Gilcrest after spending a year in the normal school at Oxford has begun work as teacher of the third and fourth grades in her home school at Jamestown.

—Frank Watts has resigned his position in the Sunbury school to accept work with the Nemo Card Co. His successor is Kelley McKay, one of the successful teachers of Delaware county.

—School matters are going on finely at South Charleston under the able direction of Supt. W. T. Trump. The school is now first grade due to the fact that the board has expended about \$500 in the year past for increased equipment. There are pupils in the high school taking work who graduated two or three years ago.

—Alfred W. Dorr, a graduate of Michigan University, has charge

of the work in physics and chemistry in the high school at Mt. Vernon. Last year he was assistant in biology at Ann Arbor, and his training fits him admirably for his work.

—Supt. C. M. Grubb, of Howard, has been appointed a member of the Board of Examiners of Knox county, and the teachers of the whole county are greatly pleased.

—The following teachers will begin work this year at Mt. Vernon under the wise guidance of Supt. J. K. Baxter: Miss Blanche Hicks, of Centerburg, sixth grade; Miss Marie Conard, of Johnstown, sixth grade; Miss Ivy M. Swigert, of Danville, fifth grade; Miss Ada McCormick, fifth grade; Miss Kailwyn Putt and Miss Ada Graham, fourth grade; Miss Margaret Devalon, third grade; Miss Lulu Mofitt, second grade. Supt. Baxter thinks these are all jewels.

—Prof. W. C. Faust, who has been supervisor of writing and drawing in the Mt. Vernon schools for several years has transferred his work if not his affections to Canton, and Supt. Sarver is to be congratulated. His place at Mt. Vernon is taken by Miss Cora Deber, who has had just the sort of training at Chicago and elsewhere that fits her for this work. So everybody is happy.

—Miss Mary L. Oberlin, a recent graduate of the Ohio State University, has taken charge of the work in Domestic Science in the schools of Greenville.

—The Cardington high school opened with sixty-nine pupils. Of these thirty-nine are tuition pupils, all but five of whom are Patterson graduates.

—D. H. Sellers is the new principal of the high school at Covington, and many good things are said of his fitness for the work.

—Geo. L. Leaming is one of the wide-awake, progressive teachers of Morrow county who knows how to distinguish between the good and the inferior in matters educational.

—Miss Mary E. Cassil, a graduate of Hiram College, will do special work in English and German in the Mt. Vernon high school this year. Her equipment and record are excellent.

—Supt. Ira Gregory, of Galena, has three valuable assistants in the persons of Rolland Neilson, Miss Rosa Barcus, and Miss Jessie Curtis. All is well at Galena.

—Miss Mary Turner is the new teacher of fifth and sixth grade work at Jamestown, and gives great promise of success.

—Prof. W. E. Henderson, of O. S. U., spent the greater part of his vacation at San Diego, California, visiting his mother and sisters and

helping put the finishing touches upon a new text-book in chemistry which he and Prof. Wm. McPherson have written.

— Supt. R. W. Mitchell, of Defiance, has his high school course of study graphically represented in a very unique manner. We note with pleasure that all pupils take music during the entire four years.

— Jefferson county had a fine institute the last week of August, with Miss Jessie L. Newlin, of the Chicago University School of Education, and Supt. Arthur D. Call, of Hartford, Conn., as instructors. Miss Newlin is a genius in the teaching of reading, following the line of Clark's "How to Teach Reading." Supt. Call bases his work on the ethical content of knowledge, and has a series of well prepared and helpful lectures whose purpose is to make teachers think on the problems of their work. The election of officers resulted in the choice of Supt. W. M. White, of Mt. Pleasant, president; Prin. D. W. Matlack, Steubenville, vice president; Miss Ada Maxwell, Toronto, Secretary; Prin. W. H. Maurer, Steubenville, executive committeeman. D. W. Matlack is O. T. R. C. by re-election. The attendance was steady from the beginning, and included nearly all the teachers of the county. The teachers of the city of Steubenville were present en masse, though the pay

feature was understood to be eliminated in their case.

— Prin. D. W. Matlack, of the Stanton school, Steubenville, was appointed school examiner by Probate Judge Kerr, of Jefferson county. Mr. Matlack is merely resuming his place after a year's vacation.

— Supt. S. K. Mardis, of Toronto, represented the Ohio Teachers' Federation at the Jefferson County Institute. As a result of his strong presentation of the claims of that organization he secured a considerable addition to the rolls.

— At the institute in Jefferson county several times there came from the president a report that school boards all over the county were asking for teachers. Scarcity is the rule.

— Supt. J. F. Henderson has just entered upon his second year at McArthur, where he is giving excellent satisfaction. The high school is quite a good deal larger than it has been in the past. There are twelve pupils in the senior class.

— The last meeting of the Vinton County Institute was one of the most successful ever held in that county. About 100 teachers were enrolled. The instructors were Prof. E. M. Mills, of the Ohio University, and Prof. C. M. Cooper, of Purdue University.

— Prof. Frank S. Fox has every reason to be proud of the fact that

the Capitol College of Oratory and Music has been designated as the best school of the kind in the United States in an editorial which recently appeared in the *United States Trade Reports*.

— Supt. Wm. R. Comings has a novel arrangement in his course of study which he styles a "Dual Course of Study for the Grades." He thus introduces flexibility and breaks the lock-step. The prime virtue of the plan is that it is feasible and will work. He has a graphic representation of the plan published which probably can be had for a stamp and the asking.

— Prin. J. G. Leland, of the Mt. Vernon high school, presides with grace and dignity over the destinies of 275 pupils and eight teachers this year, and in many other ways shows himself a useful member of society.

— T. F. Johnson is the new superintendent at Woodstock. He was formerly at the head of the school at Versailles.

— Prin. Chas. M. Earhart, of Waverly, won an elegant piano as the first prize in a recent proverb contest instituted by the *Citizen*, of Columbus. His musical proclivities may thus be said to be proverbial.

— The new course of study in the high school of Toledo is working well. It is the product of the combined efforts of Supt. Chalmers, the principals, and the teachers.

Semi-annual promotions are continued; and manual training and domestic science seem to have come to stay.

— Supt. J. A. Pollock, of Sylvania, has been appointed to succeed himself on the Lucas County Board of Examiners.

— Supt. W. H. Whetstone goes from Evansport to Farmer to become superintendent of township schools.

— Prin. W. M. Townsend is rapidly winning the confidence and esteem of all who are in any way connected with Central High School, Columbus, and also a great many others.

— Supt. C. W. Cookson, Somerset, is one of the most sterling school men in Ohio, and is doing excellent work, as all discover readily who visit the town. He has no brass band accompaniment, but his work is none the less effective.

— Those who think we do not have township supervision in Ohio may be interested in the statement that the latest returns show 183 townships in the state that have superintendents. We are getting on.

— It is well known that Toledo holds the banner in Reading Circle work, every teacher in the city being a member of the Circle. This is due to the right sort of leadership, and Supt. Chalmers deserves high praise for his work in this line. We append the names of the Read-

ing Circle Committee for this year: W. W. Chalmers, Superintendent of Schools, Central High School; Mary P. Hirth, Principal Stickney School; Miss Jessica Marshall, Warren School; Sophia Ecker, Principal Newton School; H. A. Jones, Principal East Side Central School; Elvene Curtis Hard, Principal Normal School; S. F. Ball, Principal Central High School; J. M. Canfield, Principal Nebraska School; J. I. Ward, Principal Jefferson School.

— Miss Louise Mulligan, who teaches in first grade of Fair Avenue School in Columbus, is one of the very best primary teachers in this or any other state, and fortunate the children who come under her care. Her spirit is right and her work is always wholesome and good.

— E. M. Lippert, of Connersville, has been appointed by Supt. Hard, of Chillicothe, as supervisor of music at \$65 per month, in place of Miss Purdum, who resigned to take a better position in the South.

— Newark, Ohio, has decided to have a non-partisan school board of six members, and with that end in view, three of the present Democratic members, Hon. David M. Keller, president of the board, S. M. Haight, and J. Keckley, have been re-nominated.

— Wellston, Ohio, is just finishing a new school building and has

greatly beautified the Central School building by convenient and much needed improvements. Under the careful guidance of Supt. E. W. Patterson, Wellston has made rapid strides educationally as well as commercially. Her high school has doubled within the past five years, and ranks among the best.

— Mr. D. A. Ward, formerly superintendent at Cheshire, has taken the assistant principalship of the Jackson High School, and is succeeding admirably with his work.

— Newark, Ohio, has had great difficulty in retaining her high school teachers, and at a recent meeting of the board elected C. M. Bookman teacher of history and rhetoric, N. C. Sanger teacher of science, and L. C. Kline principal of commercial department. The teachers in charge of this work the past year accepted positions offering better salary.

— Miss Ruth B. Nash of Boone, Iowa, has been elected supervisor of Writing and Drawing in the schools of Chillicothe.

— J. A. Harlor has resigned his position with D. Appleton & Co., to accept a position in East High School, Columbus.

— The high school at Columbus Grove started with an enrollment of seventy-five.

— Supt. C. L. Boyer, Circleville, has had a long siege of typhoid

fever that spoiled his vacation and made the work of opening school far more onerous.

—The Mansfield high school opened with an enrollment of 435—which is a large increase over any previous year.

—The Madison Co. Teachers' Institute was held the last week in July with Prof. S. D. Fess, Dean H. G. Williams, Supt. M. E. Hard and W. C. Faust as instructors. Interest was at the boiling point from Monday till Friday. There is always a full enrollment of the teachers of Madison Co., consequently the new code did not increase the enrollment over last year. The following officers were elected for the ensuing year: President, Prin. W. H. Rice, London; Secretary, Elsie Fryar, Plain City; Ex. Committee, Supt. L. C. Dick, West Jefferson, Supt. D. J. Schurr, Plain City, and C. M. Neff, Mt. Sterling.

—On account of the rapid growth of Lancaster, three new school buildings are being constructed. An eight-room, west side of city, a four-room south side and a central high school building of eight rooms, auditorium, offices, and all modern equipments. When completed, Lancaster will rank with the best of our cities in school facilities. At present, both high school and lower grades are overcrowded and too few teachers are employed.

—J. S. Edwards, fresh from Chicago University is the new prin-

cipal at Plain City and C. W. Jackson, '04, of the O. S. U., is the new assistant. Miss Zaida Pinckney, '04, of Thomas Training School, Detroit, has charge of the music and art.

—Miss Marie Wheatley of Indiana is the new assistant principal in the London high school.

—F. A. Sheets is the new superintendent at So. Solon, succeeding C. A. Arganbright who is attending school at Oxford.

—Plain City high school starts the new school year with an enrollment of 81, of which number 32 are Patterson pupils outside the district. This beats by far any previous record.

—The fall term of Mount Union College opened September 21st. The faculty has been very greatly strengthened, Harriet Newhall Marsh, after a year's leave of absence returns to the professorship of French; Lincoln R. Gibbs, A. M., professor of English in Wells College, has been called to the chair of English; Homer J. Webster, A. M., Ph. M., of Chicago University, comes to the chair of History and Economics; and James D. Bennehoff of Alfred University to the professorship of Biology. The department of Music has been very greatly strengthened by the appointment of Professor Charles E. Davis of Pittsburg as Director.

—Miss Ella Ambuhl, one of the teachers in the Xenia schools, and

Miss Louise Schantz, teacher of miniature work on china, Dayton, O., have returned from a delightful trip through Central Europe. They visited England, Holland, Austria, Northern Italy, Switzerland and France. They were especially pleased with their visits to the Art Galleries; the study of the manners and customs of the people of the different countries together with the beautiful scenery made their trip one of profit as well as pleasure.

—Mercer county closed the most successful institute in her history on August 27, at Celina. The lectures from day to day by Supt. E. M. Van Cleve of Steubenville and Prof. S. A. Long of Dayton held the unbroken attention of all present.

—The school board of Celina at its last meeting voted to increase the salary of Supt. P. C. Zemer from \$1,200 to \$1,300. Several other salaries were raised.

—Supt. L. E. York of Barnesville and Supt. M. E. Hard of Chillicothe, succeeded in winning 122 out of 135 teachers to the institute in Ottawa county. Supt. Hard gave his celebrated lecture on "Mushrooms" and Supt. York lectured on "The Glory of Young Men"—both evening lectures being well received. L. G. Billings was elected vice-president of the Ohio Teachers' Federation and Mr. Ste-

vens of Clay Center was re-elected O. T. R. C. Secretary. The following officers were elected: President Supt. J. E. Ockerman, Lakeside; Secretary, Miss May Allen, Ex. Com., Supt. C. S. Wheaton, Port Clinton and Mr. Stevens, Clay Center.

—Supt. J. F. Young of Genoa has entered upon his new work at Gibsonburg. He is succeeded at Genoa by Supt. G. W. Sloan of Deshler.

—Supt. Waite Teachout of Graytown begins his third year's work under the stimulus of an increase in salary.

—Supt. B. T. Jenkins of Pleasantville has issued a very attractive manual which fairly bristles with good wholesome suggestions as to the use of the course of study. The high school course is strong every way and compares most favorably with courses in the best schools of the state.

—Supt. J. M. Carr of Cambridge begins his new work under very favorable auspices. The enrollment at the opening was 1,714 of whom 165 are in the high school. This is a good showing.

—Ottawa county reports over one hundred members of the Reading Circle, the highest number ever reached. The first quarterly meeting of the association will be held at Genoa on the last Saturday of October.

—Principal P. L. Clark of the South District School, Urbana, O., has severed his connection with the profession and become the manager of the advertising department of the Urbana Publishing Company. It is with deep regret on the part of his co-workers that Mr. Clark leaves the profession. Prin. H. E. Beatley of the North District School succeeds Mr. Clark. Geo. B. Kirk, formerly of the Mechanicsburg High School was selected to fill the vacancy caused by the promotion of Mr. Beatley.

—D. O. Brelsford of the St. Paris high school was appointed for the full period of three years to succeed himself as a member of the Champaign county board of school examiners. Supt. C. C. Kohl of Mechanicsburg was appointed to fill the vacancy caused by the resignation of Supt. Hotchkiss who goes to St. Marys.

—The following are the officers of the Champaign county teachers' institute for the following year: President, C. C. Kohl, Mechanicsburg; Secretary, H. E. Beatley, Urbana; Executive Committee, Supt. I. N. Keyser, chairman, Urbana; J. J. Richeson, Westville; W. B. Crim, Mechanicsburg. Dr. J. P. Gordy of the New York University and Mr. James Speed of Louisville, Ky., were the instructors at the institute this year. The teachers not only spent a very enjoyable but also a very profitable

week in listening to their instruction. In point of interest no institute of the county has ever excelled it.

—The first bi-monthly meeting of the Champaign county teachers' association will be held in St. Paris, Saturday, October 22. The program will be in charge of Supt. D. C. Bryant.

—R. L. Carter has entered enthusiastically upon the duties of his new position as superintendent at Elliston.

—Supt. S. M. Glenn, Jr., of Huron reports an enrollment at the opening of school of 384. People in northern Ohio are saying good things of Supt. Glenn and indulging in bright prophecies for his future.

—Supt. C. E. Budd and Principal E. C. Kiplinger of Loudonville, have arranged and published a very strong course of study for the high school.

—Supt. John E. Morris, Hon. E. A. Jones, Hon. C. B. Galbreath and Dr. A. B. Riker all delivered addresses at the dedication of the new Carnegie Library at Alliance, September 6.

—H. M. Shutt resigned his position as teacher of Latin and English at Canfield to accept a ward principalship in Canton at \$1,000 a year for two years.

—Deercreek township, Madison county, has established township

supervision and elected O. E. Duff superintendent. Another star in the galaxy.

—In the poem "The True Motive" given in the MONTHLY for September the verse should read "They shall splash at a ten-league canvas with brushes of comet's hair." The proof-reader in his astronomical gyrations must have run into the star Polonius seeing that he couldn't distinguish between a comet and a camel. Anything further we might feel inclined to say concerning such a distressing error might not be exactly scriptural. However, we beg the camel's pardon.

—The office of the School Commissioner receives requests for good teachers almost daily. This is good. The fundamental law of supply and demand is still in force.

—Supt. E. R. Williams, of Belle Point, has gone across Delaware county, and is now located at Warrensburg as superintendent.

—Ex-Commissioner L. D. Bonebrake is located in an elegant suite of rooms in the Harrison building, Columbus, performing the duties of Western Manager of The American Finance and Securities Company of New York, the largest company of the kind in this country.

—Chas. E. Albright is now teaching physics in North High School, Columbus, and is doing excellent work. In this line of work

he is an expert, and Principal Everett is to be congratulated upon his good fortune in securing his services.

—I. E. Martin graduated at Delaware in June, and is now superintendent of schools at Belle Point.

—Stanley Powell, son of Supt. Arthur Powell, of Middletown, has assumed the manly toga and is teaching a district school near Middletown. He thus has access to the Pierian Spring.

—Frank McKinney, who did work as tutor in the University of Wisconsin last year, is now teacher of English in South High School, Columbus.

—Prin. R. R. Turner, of Napoleon, has been elected superintendent at Grant's Pass, Oregon, at \$1200. His successor at Napoleon is E. A. Lanning, formerly principal of the high school at Carthage, Ind. He comes to Ohio highly recommended and well equipped for his work. He received his training at Angola Normal School and Chicago University.

—The Troy public schools were opened Sept. 5, with nearly 1,000 children in attendance. The high school has an enrollment of 170, with six teachers, all of whom have had excellent training for their work. In the corps of 31 teachers, five have college degrees, seven have diplomas from normal schools, one is a graduate of the Cincinnati

Art School, while several of the primary teachers have had special training in kindergarten and first year work. All are enthusiastic over their work and a good year is anticipated.

— The Mt. Gilead high school opened with 82 pupils, of whom 20 are Patterson graduates. The science department has been enlarged and a basement laboratory is to be fitted up for physics, zoology, botany, and physiology. A new course of study containing many electives has been adopted by the board.

— Supt. Ralph H. Allison begins his work at Ashley most auspiciously. The high school opened with 67 pupils.

— Miss Anna Clingan, formerly principal of the Woodstock high school, has been elected to a position in the high school at Fostoria.

“WHAT ARE YOU DOING?”

Do you lazily nurse your knee and muse?

Do you contemplate your conquering thews

With a critical satisfaction?

But yesterday's laurels are dry and dead

And to-morrow's triumphs are still ahead,

To-day is the day for action.

Yesterday's sun, is it shining still?
To-morrow's dawn, will its coming fill

To-day, if to-day's light fail us?
Not so, the past is forever past;
To-day's is the hand which holds us fast,
And to-morrow may never hail us.

The present, and only the present endures,
So its hey for to-day; for to-day is yours,
For the goal you are still pursuing.
What you have done is of little amount,
What you *will* do is of lesser account,
But the test is, *What are you doing?*

— EDWARD VANCE COOKE.

— The high school at Wooster graduates fully fifty per cent. of all the pupils who enter school. If there is another city in Ohio that equals this record we shall be glad to learn its name.

— The Teachers' Agency of James F. McCullough, Chicago, has grown so rapidly that new and enlarged quarters have become a necessity. “Nothing succeeds like success.”

— Supt. C. E. Oliver, of East Palestine, had a busy summer filling up his corps of teachers. He invaded the Wooster summer school and secured the following: Miss Eva Deemer, Lisbon; Miss Mary Nelson, Cambridge; Miss Emma

Cobban, Savannah, and Miss Nevada Elliott, Mt. Gilead. Then he went to Athens and secured Miss May Templar, of Belpre, a graduate of the normal college there, to be assistant in the high school.

— Arrangements are being made for a great meeting of teachers at Niles this winter. It is proposed to have a joint meeting of six counties, Ashtabula, Geauga, Portage, Trumbull, Mahoning, and Columbiana. Bro. Roller is equal to even such an inundation as this.

— Prof. F. Treudley, Prin. B. F. Stanton, and H. F. Laughlin gave the teachers of Columbiana county the very best institute they ever had.

— The schools of Ashtabula opened with an enrollment of 1850 pupils, of whom 230 are in the high school. The natural increase of schools requires about two new school rooms each year.

— Teachers who are looking for good supplementary reading for their classes in geography will find "How We Are Clothed," published by the Macmillan Co., a useful book for the purpose.

— O. E. Mason is the new teacher of commercial branches in the high school at Galion, and Miss Mary Mathers is the assistant.

— Supt. C. E. Oliver, of East Palestine, is the author of a school register that is *multum in parvo*, *ne plus ultra*, *e pluribus unum*, and

several other Latinities. We can't think of anything that is required that this register has not provided for. He'll probably send a sample if requested.

— Miss Lucy Lee, a graduate of Defiance College, is teaching the sciences this year in the high school at Defiance.

— Miss Clara Graham, an eighth grade teacher in Delaware, was granted a year's leave of absence, and Miss Hattie Kenyon was promoted. Miss Stella Cone was made assistant principal of the West building. There were added to the corps Miss Daisy Kellogg, a graduate of the University of Cincinnati, and Miss Blanche Shepard, a graduate of O. W. U.

— Supt. W. N. Beetham, of Carrollton, taught geometry, literature, and civics in the Wooster summer school, and gave such complete satisfaction that he has been recalled for next summer.

— There must be some one in each county who knows the name and address of the County O. T. R. C. Secretary. If that person will just write that name and address on a postal card and send it to Dr. J. J. Burns, Defiance, Ohio, it will greatly aid the good Doctor in his work. Forty-four counties have not reported and that certainly is not the sort of punctuality and promptness we teach in our schools.

We hope these counties will be heard from at once.

—The next meeting of the Central Ohio Association will be held at Dayton, Friday and Saturday, Nov. 11 and 12. The Committee are determined that this meeting shall eclipse all former meetings and are preparing an unusually strong programme.

—Ohio teachers will be interested in learning of a new work in English and American Literature, published by Smith & Reeve, 378-388 Wabash Avenue, Chicago, Ill. The work has been prepared for home study by a successful teacher of literature and is admirably adapted for the needs of thousands of teachers who must make more thorough preparation in this subject. It embraces literary criticism, interpretation, and history, and a student is shown how to study the best masterpieces which in complete form are published in these volumes.

The author has made the work so practical that it can be used as a day by day guide by teachers of reading and literature, numerous outlines, suggestive studies and questions being supplied for this purpose. We freely recommend it for careful consideration, as it comes endorsed by many leading educators of our own and adjoining states.

EXAMINATION QUESTIONS.

LATIN.

1. Give a brief sketch of the life of Cæsar. 2. Give a brief synopsis of Book IV. of his account of the Gallic War. 3. Re-

viewing the writings of Cæsar, would you pronounce his work in this great war in the interest of civilization or otherwise? Why?

4. Recount briefly his experience with the Germans. 5. What does he say concerning the people he found on the Island which he called Britain? 6. Translate: His *de rebus* Cæsar certior factus et infirmitatem Gallorum veritus, quod sunt in consiliis capiendis mobiles et novis plerumque rebus student, nihil his committendum existimavit. Est enim hoc Gallicae consuetudinis uti et viatores etiam invitos consistere cogant et, quid quisque eorum de quaque re audierit aut cognoverit quaerant; et mercatores in oppidis vulgus circumstiat, quibusque ex regionibus veniant quasque ibi res cognoverint pronuntiare cogant. His rebus atque auditionibus permoti de summis saepe rebus consilia ineunt, quorum eos in vestigio paenitere necesse est, cum incertis rumoribus serviant et plerique ad voluntatem eorum ficta respondeant. 7. Give the reason for the subjunctive mode wherever it is used in the selection above.

CHEMISTRY.

1. Give the chemical composition of water. How would you illustrate it to a class? 2. Define each of the following terms: Valence, alkali, isomeric, sublimation, mordant. 3. State the law of multiple proportions and illustrate it by examples. 4. Give the symbol for sulphuric acid, cane-sugar, marble, ethyl alcohol, sodium carbonate, salt, quartz, saltpetre and two anhydrides. 5. How much nitric acid can be formed from 50 pounds of NaNO_3 . 6. How is chlorine prepared for laboratory purposes? Indicate the reaction. 7. Prove by

experiment that gases unite in their nascent state. Write all reactions. 8. Describe briefly the chemistry of soap-making.

PHYSICS.

1. What is meant by specific gravity? A ball weighing 970 grains, weighs in water 895 grains, in alcohol 910 grains. Find the density of the alcohol. 2. Name three kinds of equilibrium and give an example of each. 3. Describe the process of graduating a thermometer. 4. A stone dropped into a well is heard to strike the water in two seconds and a half: find the depth of the well. 5. Upon what does the pitch of a tone depend? Explain what is meant by the musical scale. 6. A mass of air at 0° and under an atmospheric pressure of 30 inches measures 108 cubic inches: What will be its volume at 40° and under a pressure of 28 inches? 7. Explain the action and causes of intermittent springs. 8. Define watt and ampere. What is meant by induced currents of electricity?

RHETORIC.

1. Define rhetoric. State clearly the distinction between rhetoric and grammar. 2. What do you understand by "style" in composition? What are the qualities of style? 3. Define unity and state the means of securing it. 4. What is a paragraph? What is meant by related paragraphs? 5. Write the introductory paragraph of an oration on "Patriotism." Underline the topic sentence in the paragraph. 6. What do you understand by amplification? Amplify: "Washington, the fox that was not captured, escaped to Philadelphia." 7. Write a sample of indirect dis-

course. Change it to direct discourse. 8. What do you understand by a figure of speech? Give the names of eight figures. 9. Write four sentences each illustrating a different one of the figures you have named. Underline the words used figuratively, and name the kind of figure each illustrates. 10. Name the figure in each of the following sentences and express the meaning in plain language: (a) "Solitude sometimes is best society." (b) "Uneasy lies the head that wears a crown." (c) "Love, though deep as the sea, will wither as a rose." (d) "His feet were nearing the grave." (e) "Enemies in war, in peace, friends."

GEOMETRY.

1. What is Ratio? A Proportion? Prove the principles by which you can test every proportion. Explain the terms: alternation, inversion, composition, and division. 2. Prove: "If two chords intersect in a circle, the product of the segments of one is equal to the product of the segments of the other." 3. Draw *all* the different kinds of quadrilaterals and name each, and arrange them in groups, each group containing those that resemble each other most. 4. Prove: "The square on the hypotenuse of a right triangle is equivalent to the sum of the squares on the two legs." 5. Construct a square equivalent to a given parallelogram. 6. The sides of two equilateral triangles are 3 feet and 4 feet respectively. Find the side of an equilateral triangle whose area is equivalent to the sum of the two triangles. 7. A piece of tin is 30 inches wide; its lateral edges are to be soldered together

to form a pipe to conduct hot air from the furnace to this room. In which form will it conduct the most air, a rectangle, a square or a circle? 8. Prove: "Of all polygons with given sides, that which can be inscribed in a circle is the maximum."

GENERAL HISTORY.

1. In what order did the ancient empires succeed each other? 2. Give a brief account of the Trojan war. To what literary productions did it give rise? 3. Give the causes and results of the War of the Spanish Succession. 4. For what is each of the following famous: Harvey? Jenner? Lord Bacon? Milton? Newton. 5. What gave rise to feudalism? What were some of its defects? What caused its decay? 6. When and how was "Magna Charta" obtained? 7. Name the chief events of the reign of George III. 8. When did the Crusades occur and what was their influence upon Europe?

ENGLISH LITERATURE.

1. Name five prominent English writers who lived before the time of John Milton. 2. What plays of Shakespeare are drawn from English history and over what period do they extend? 3. Name the author of each of the following: Aurora Leigh, Evangeline, The Seasons, Hypatia, Bitter-Sweet, Robinson Crusoe, Marmion, The Inferno, The Ancient Mariner, Laus Deo. 4. Name five different kinds of poetry, giving a good example of each with name of author. 5. Give a brief sketch of the life and work of John G. Whittier. 6. Name two important works of each of the following

writers: Pope, Goldsmith, Cooper, Bryant, and O. W. Holmes. 7. Characterize briefly each of four authors that belonged to the Concord group. 8. How would you cultivate a taste for good reading in your pupils?

CIVIL GOVERNMENT.

1. What is government? What is self-government? What is civil government? 2. Distinguish between a representative government and a pure democracy. Why is the latter impossible in the United States? 3. Explain "Ratio of Representation." When is a state entitled to but one representative in congress? 4. Where, by the provisions of the constitution, must all bills for revenue originate? What is the object of this provision? 5. Describe carefully the manner of making United States law. 6. What do you understand by the electoral college? To how many representatives in the electoral college is our state entitled? What is meant by "electors at large." 7. What officials constitute the legislative department in your county? The executive department? The judiciary department? 8. Name five of the various courts in our state, and state the jurisdiction of each. 9. Name the different branches of the judiciary department of the United States, and state something of the jurisdiction of each. 10. What powers are denied the states by our general government?

ALGEBRA.

1. Find the lowest common multiple of $2x^3-5x^2-22x-15$ and $6x^4-21x^3-41x^2-14x-30$. 2. Given $ax+by=c$ and $dx+ey=f$. Find the value of x and y by sub-

stitution and by comparison. 3. What is a theorem? What is the binomial theorem? Give three of the laws involved in the use of the binomial theorem. Illustrate by use of the binomial, $(a-b)^8$. 4. The sum of the ages of A, B, and C is 40 years. The ages of A and B together exceed C's age by 10 years, and the ages of A and C together amount to three times B's age. Find the age of each. 5. Simplify: $7-8(\sqrt{2-5})+3-4(\sqrt{.1})+\sqrt{1000}$. 6. Form the equation of which the roots are 7 and -3. 7. Find four values of x from $\sqrt{(2x^2-3x+5)}-3x=1-2x^2$. 8. The width of a room is three fourths of its length. If its width were 4 feet more, and its length 4 feet less, the room would be square. Find its dimensions. 9. Find the square root of $4x^2-16x+16+12xy-24y+9y^2$. 10. The first term of a series is 12, and the sum of ten terms is 10. Find the last term and the common difference.

ARITHMETIC.

1. A pupil's standing in attendance for a term is marked 88%, and he was absent 9 days. Find the number of days of school during the term. 2. Find the cost of 25 pieces of lumber 15 feet long, 5 in. wide and 3 in. thick, at \$22.50 per M. 3. A man buys goods for \$60 and sells them so as to gain 8%, but in so doing he is compelled to reduce his asking price 10%. What was his asking price? 4. Divide 64 millionths by 800; multiply the quotient by 1000, and write the answer in words. 5. Define (a) decimal fraction; (b) least common multiple; (c) third root; (d) fifth power; (e) reciprocal. 6. Boston is $71^\circ 4' 9''$ W. longitude, and Rome is $12^\circ 27' 14''$ E.: When

it is 3 P. M. at Boston, what is the hour at Rome? 7. The interest on an investment at 6% per annum for 1 yr. 5 mo. 2 da. was \$153.60. What was the sum invested? 8. Divide 3-7 by 4-9 and explain as you would to a class. 9. Which is the better investment, and by how much: U. S. 3 per cent. bonds or Columbus city bonds with interest at 6%, both bought at 105, the latter returned for taxation at 30 mills face value? 10. A rectangular field $7\frac{1}{2}$ times as long as wide contains 300 acres; what is the distance around the field?

ORTHOGRAPHY.

1. What are vowels? Mark with the proper diacritics all the sounds of a. 2. When are w and y vowels? Illustrate. 3. Indicate, by the use of the proper marks, the correct pronunciation of the following: Inquiry, lyceum, squalor, abdomen, mischievous. 4. What are homonyms? Give examples. Examiners will detach No. 5, and read to applicants. 5. Spell the following words correctly: Cincinnati, pursuing, benefited, corollary, supersede, preceding, inflammatory, transmitting, rheumatism, beautiful, chimneys, oscillate, besieging, San Francisco, zeros, frescoes, promissory, manikin, panacea, synonym. Allow ten credits to each of the first four and three credits for each word in the fifth.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. What additions were made to English territory in North America as the result of the French and Indian War? 2. Name five of the most important events in our history in connection with slavery. 3. Give the qualifications for a U.

S. senator. What is meant by an Electoral College? 4. Locate the following and state for what each is noted in our history: Appomattox, Put-in-Bay, Valley Forge, San Juan, and Fort Duquesne. 5. Give the origin of the names of any five of the thirteen original states. 6. By what steps may an alien become a citizen of the United States? 7. Give three important events in the administration of Andrew Jackson and two in Grant's administration. 8. Name five or more selections from American literature you would use in teaching U. S. history. 9. Explain what is meant in our school code by Section Sixteen. 10. What do you consider the most important battle of the Revolution? Give reason for your answer.

THEORY AND PRACTICE.

1. Distinguish between corporeal and psychical feelings. What does each include? 2. Explain what is meant by apperception. 3. Describe man's condition with only presentative and representative powers. 4. What subjects must be included in a course of study for an elementary school? 5. Give (a) the proper temperature for a school room; (b) the number of cubic feet of air space that should be allowed for each pupil; (c) and the proper ratio of window surface to floor surface. 6. What mental faculties are cultivated by the study of arithmetic? 7. Give the course of reading in the O. T. R. C. for 1904-5. 8. Name five of the great educators of history.

READING.

Examiners will conduct oral examinations in reading.

WRITING.

The character of writing in the manuscript on orthography will determine the grade in penmanship.

GRAMMAR.

"That pleasure which is at once the most pure, the most elevating, and the most intense, is derived, I maintain, from the contemplation of the Beautiful. In the contemplation of Beauty, we alone find it possible to attain that pleasurable elevation or excitement of the soul which we recognize as the Poetic Sentiment, and which is so easily distinguished from Truth, which is the satisfaction of the Reason, or from Passion, which is the excitement of the heart."—EDGAR ALLEN POE.

1. Make a list of the principal clauses in the above selection. 2. Make a list of the subordinate clauses and state in what way each modifies any part of the sentence. 3. Point out, as you may find them, the simplex, complex, and compound sentences. 4. Make a list of the modifiers of "excitement" in line eight. 5. Select five phrases and give the grammatical functions of each. 6. Explain the use of "I maintain" in lines three and four. 7. Make a list of the infinitives and participles and give the grammatical construction of each.

* * * * *

"The dying thief rejoiced to see
That fountain in his day;
And there may I, though vile as he,
Wash all my sins away."

—COWPER.

"May I get out again with my life, you may possess the brave country alone for me."—Pil. Prog.
"Can the Ethiopian change his

skin?"—Jer. 8. Make a list of the verbs and give the mode of each in the selections above. 9. Give argument to show that there is no potential mode of verbs. 10. Give the grammatical construction of the infinitives in the following: "God is able to make all grace abound toward you."—Cor. "My meat is to do the will of him that sent me, and to finish his work."—John. "It is better to go to the house of mourning, than to go to the house of feasting."—Eccles.

PHYSIOLOGY.

1. How is expiration produced?
2. Define diaphragm, esophagus, diastole, pericardium, villi.
3. How is the sense of smell excited?
4. Describe the eye.
5. What causes astigmatism? What is cataract?
6. What are the uses of the muscles? What is meant by muscular power and how is it developed?
7. What effect does a change of occupation have upon the brain? Give reason.
8. Why is alcohol said to have an immoral effect?
9. Show that the effect of the use of alcohol may be transmitted to children.
10. Describe poisoning by aconite; by belladonna.

GEOGRAPHY.

1. Name three large rivers draining (a) the northern slope of Asia; (b) its eastern slope; (c) its southern slope.
2. Where are the following and for what is each interesting: Port Arthur, Mt. Pelee, Abyssinia, St. Louis, and Panama.
3. Name three principal exports of Japan; three of Argentine Republic; four of France.
4. Explain the physical conditions which give to California wet and dry seasons.
5. Draw an outline map of

Ohio locating five of the largest cities. 6. In what country and on what water is each of the following: (a) Montreal; (b) Barcelona; (c) Odessa; (d) Bombay; (e) Duluth? 7. Mention some devices you use in teaching geography. In what respects does this study train the child's mind? 8. Name the five most populous countries of Europe and the capital city of each. 9. What is the greatest latitude a place may have? The greatest longitude? Explain answers. 10. Describe the shortest water route from New Orleans to Manilla.

LITERATURE.

1. What is literature? Is everything written or printed entitled to the name of literature? State clearly the reasons for your answer.
2. When is a literary composition classed as a tragedy? When as a comedy? Name three of each class found in Shakespeare's writings.
3. State briefly the plot in Shakespeare's "Merchant of Venice."
4. Write a brief criticism of the character of Portia in "The Merchant of Venice." A brief defence of "Shylock" in the same play.
5. Name three noted American novelists and three celebrated American poets. Write a brief quotation from each of two of the poets and two of the novelists you have named.
6. Name four of the most prominent American historians and tell what each has written.
7. Name the English poets that comprised the "Lake School of Poets," and one literary production of each.
8. Name the author and state the special purpose of the author in writing each of the following: "The Rape of the Lock," "She Stoops to

Conquer," "The Tale of the Tub," "Rasselas." 9. Name five of the principal literary productions of Washington Irving. Describe briefly the principal character in his "Legend of Sleepy Hollow." 10. Make a comparison of Irving and Dickens, and make a list of the principal writings of the latter.

MUSIC.

1. Name the properties of tones and define each. 2. Tell how many and what uses notes have. 3. Give the absolute names of the tones in the Key of E. 4. Write the chromatic scale ascending and descending in the key of G. flat. 5. Write the different forms of the minor scales ascending and descending in the key of F. sharp minor. 6. Tell why flats or sharps are used in forming the different scales. 7. Write the figures indicating the tones sung by the examiner. (Examiner using syllable la). 8. Put in writing a time lesson as sung by the examiner. 9. Sing the three forms of the minor scales already written. 10. Sing selection as a test in sight reading, as indicated by the examiner.

PHYSICAL GEOGRAPHY.

1. Of what does the Solar System consist? Compare the primary planets as to position, size, and distance from the sun. 2. Which of the primary planets have satellites? What is the time of the revolution and of the rotation of the earth's satellite? 3. How does the inclination of the earth's axis affect the length of day and night in different latitudes and at different seasons? 4. Give the distribu-

tion of rainfall in the United States west of the Mississippi river. Discuss the cause of such distribution, and its effects upon the vegetation. 5. What is a cyclonic storm? What is the ordinary path of temperate latitude cyclones as shown in the United States? How is it possible to predict the weather? 6. Describe conditions of rock strata most favorable for artesian wells, and illustrate by diagram. 7. Give the most important geographic reasons for the development of Buffalo, Pittsburg, Duluth and San Francisco. 8. Define glacier, crevasse, moraine, drumlin.

BOTANY.

1. What are the essential parts of a seed, and what is the use of each part? 2. What principal modifications of form and function occur in leaves? 3. Through what structures, and by what physical processes, is water absorbed into and given off from ordinary land plants? 4. Give an account of the life history of a fern. (Illustrate by sketches.) 5. Sketch the structure of a typical complete flower, and mention the functions of the several parts. 6. Give an account of the appearance and structure of the protoplasm of plants. 7. Define five of the following: transpiration, geotropism, respiration, saprophytes, xerophytes, sporangia, carpels, ecology. 8. What adaptations to their particular habitat do water plants and desert plants show? 9. In what essential characters do bryophytes from pteridophytes? 10. How do monocotyledons differ from dicotyledons, and what are the principal families of the former?

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AFTER

We know that when the clouds look darkest
And spread their shade around—
If we could look beyond their portals,
The sunshine would be found.
And when the storm beats o'er us fiercely,
Crushing our flowers to earth—
That when the tempest's reign is over
They will have fairer birth.

So, when life's cares almost o'erwhelm us,
And we sink down dismayed,
When hope's fair promises all fail us,
And — even trust betrayed—
Fairer for having been o'ershadowed,
Our blessings will shine forth
After the storm is over. Its coming
Has proved true friendship's worth.

Lowell

LONDON.

On the morning we left Paris for the British Isles there was pleasure in the thought that in a few hours we would once more be where the English language is spoken and understood, but before the journey was completed we passed through an experience which no language can describe and which for a time made us feel that our mother tongue would never be of use to us again. It hardly seems possible that the English Channel could treat Americans in such a cruel manner as we were treated on that day. For a time we tried arbitration but it was no use. There was nothing for us to do but to surrender, and without waiting to wrap the drapery of our couches about us we lay down, not to pleasant dreams, but to the most unpleasant realities.

The French railway officials are not without responsibility in connection with this unfortunate experience. They run a dining-car on the train which connects with the boat that crosses the Channel and even solicit passengers to eat within an hour or two of the time of the calamity which they must know is certain to befall the poor victims. The courts should enjoin them from such action or else compel them to furnish a clear deed of title with each meal guar-

anteeing peaceable possession of the same for at least three hours after eating it.

After such an experience as the one so imperfectly referred to, the traveler is prepared to take his seat in the train for London and meekly enjoy the ride to the great metropolis, through the green fields with their beautiful hedges, grateful that he is once more on solid earth beyond the reach of wind and wave.

No one knows exactly how old London is and to number accurately its ever increasing population is almost impossible. It can be truthfully said, however, that it is big even for its age. As is well known, strictly speaking, the name belongs only to the City which is really a comparatively small portion of the huge metropolis. "Greater London" includes all of the counties of London and Middlesex and parts of Kent, Surrey, Essex, and Herts—a vast territory, 693 square miles in extent, while "Inner London" covers only about 118 square miles. According to the census of 1901, the population of this immense city is 4,536,641 and for practical purposes we may say that five millions of human beings live and move within its bounds. "To be set down," as the English express it, in the midst of this mass of humanity, realizing that

among all the five millions of people there is not a single familiar face, has a tendency to produce a feeling of both loneliness and littleness, which finds some compensation, however, in the knowledge that you can read the signs once more without consulting a conversational dictionary, and that you can ask a question of some fellow atom of humanity without first inquiring, "Do you speak English?"

Large as London is, it is not at all difficult for a stranger to find his way about its streets, and the readiness with which all the people respond to inquiries on the part of their visitors adds greatly to the pleasure of a visit. As one loiters about the busiest corners, he can but wonder whether there has ever been a beginning or ever will be an end to the continuous stream of traffic, and a ride through the busiest streets on top of the omnibuses, whose courteous drivers and conductors are ever ready to respond to the questions of passengers, furnishes never-to-be-forgotten impressions of the vastness of the great city and the busy life which it contains. These omnibuses are so covered with unsightly advertisements as to give them anything but a pleasing appearance and judging from the more prominent announcements which meet the eye as they come in sight, the first impression formed is that they are all bound from "Sapolio" via

"Pear's Soap" and "Nestle's Milk" to "Beecham's Pills."

Years could be devoted to sight-seeing in London and still leave many regions unexplored. The only thing a brief sojourner can hope to do is to gain a general impression of the greatness of the city by riding about some of its busiest streets and then to visit only a very few of its numberless places of interest.

Trafalgar Square named in commemoration of Nelson's great victory is described by Sir Robert Peel as being "the finest site in Europe." Here is located the Nelson Monument, a granite column one hundred and seventy-seven feet high, copied from one of the Corinthian columns of the temple of Mars at Rome. On the four sides of the base are bronze bas-reliefs representing the battles of the Nile, St. Vincent, and Trafalgar, and the death of Nelson. On the anniversary of the battle of Trafalgar, each year, the monument is wreathed in flowers commemorative of the great victory which meant and still means so much to the English speaking world. This Square may well be described as the great patriotic center of the city and is one of the spots that a stranger likes to visit more than once.

On the north side of this Square stands the National Gallery devoted exclusively to paintings and con-

taining more than 1,000 pictures, including many masterpieces, each one being marked, in a sensible manner, with its title and the artist's name, and kept in the place where it belongs. In such a gallery with such an arrangement it is possible for even a way-faring man, though a fool so far as knowledge of art is concerned, to enjoy himself and appreciate in a measure at least the work of some of the world's great artists.

While Westminster Abbey is a magnificent Gothic structure which tradition says was consecrated by Saint Peter himself, who made a sudden and special appearance for that purpose, it is neither the architecture nor the traditional consecration that gives to it the sacred interest which impresses the visitor the moment he enters its doors. It has been well characterized as "the only national place of sepulture in the world,—the only spot whose monuments epitomize a people's history."

In the north transept, buried almost side by side, lie the bodies of the great statesmen, Pitt and Fox, who died in the same year. This transept, commonly called the "Statesmen's Aisle," is filled with monuments to the memory of England's greatest men, among them being Lord Chatham, Lord Beaconsfield, Lord Palmerston, Sir Robert Peel, Richard Cobden, and Warren Hastings. The most recent graves are those of Mr. and

Mrs. Gladstone, special arrangements being made, at the time of the burial of the former in 1898, that in the course of events his last resting place should be shared by his faithful wife whose companionship had been such a constant source of inspiration to the great statesman through his long, busy, and successful life.

In the center of the South Transept is the "Poets' Corner," considered by many the most interesting part of the Abbey. Indeed it is famed throughout the world wherever the English language is spoken because of the memorials—monuments, busts, and inscriptions—of the most famous English authors from Chaucer, whose tomb, consisting of an altar-sarcophagus surmounted by a canopy, is beneath a fine stained-glass window, containing a likeness of the poet and scenes from his works, to Tennyson who lies buried at his feet. Not all who are thus honored with memorials are buried here. Many rest far away. Among the many monuments are those of:

Dickens, Addison, Macaulay, Goldsmith, Dr. Johnson, Shakespeare, Burns, Southey, Coleridge, Gray, Milton, Spenser, Ben Jonson, Dryden, Ruskin, and our own Longfellow.

Near by the monuments to Milton and Gray are the following lines whose truth and beauty will appeal to all who love the literature of the English language:

No more the Grecian Muse, un-
rival'd reigns:

To *Britain* let the Nations hom-
age pay;

She felt a Homer's fire in Milton's
strains,

A Pindar's rapture in the Lyre
of Gray.

Everywhere in the numerous
Naves and Aisles are found me-
morials to divines, lawyers, histo-
rians, philosophers, and other noted
characters, the mere mention of
whose names would fill pages. Of
all the graves included in the long
list no one appealed to us with
greater impressiveness than the one
whose plain slab bears the inscrip-
tion:

Brought by Faithful Hands
Over Land and Sea,
Here Rests

DAVID LIVINGSTONE,
Missionary, Traveler, Philanthro-
pist,

Born March 19, 1813,

At Blantyre, Lanarkshire,

Died May 4, 1873,

At Chitambo's Village, Ilala.

For thirty years his life was
spent in an unwearied effort to
evangelize the native races, to ex-
plore the undiscovered secrets, and
abolish the desolating slave-trade
of Central Africa, where, with his
last words, he wrote:

"All I can say in my solitude is,
may Heaven's rich blessing come
down on every one—American

English, Turk—who will help to
heal this open sore of the world."

It may not be recalled by all who
read this article that Livingstone's
son, Robert, found his way to the
United States at the time of our
Civil War and enlisted in the Fed-
eral Army under an assumed name,
as he did not want to make capital
out of his father's great reputa-
tion. No one in the army knew
whose son it was that was fighting
for the freedom of the slave. In
"The Personal Life of David Liv-
ingstone" by Dr. Blaikie of New
College, Edinburgh, is the follow-
ing reference to Robert's record as
a soldier:

"Meeting the risks of battle with
dauntless courage, he purposely ab-
stained, even in the heat of a charge,
from destroying life. Not long af-
ter, Dr. Livingston learned that in
one of his battles he was wounded
and taken prisoner; then came a let-
ter from a hospital, in which he
again expressed his intense desire
to travel. But his career had come
to its close. He died in his nine-
teenth year. His body lies in the
great national cemetery of Gettys-
burg, in Pennsylvania, in opening
which Lincoln uttered one of those
speeches that made his name dear
to Livingstone."

As we think of Livingstone's un-
tiring zeal in behalf of the inhabit-
ants of the Dark Continent, of his
undying hatred for the slave traf-
fic, and of his own willingness to
sacrifice his own life for the better-
ment of the world and the free-

dom of humanity, it is not difficult to believe that, hard as the death of his son was for him to bear, there was some sacred satisfaction in the thought that he gave up his young life in the cause of freedom. In his *Journal* under date of June 2, 1865, in referring to his loss, he says:

"I have lost my part in that gigantic struggle which the Highest guided to a consummation never contemplated by the Southerners when they began; and many others have borne more numerous losses."

There is a tradition that a temple to Diana at one time occupied the site of Saint Paul's Cathedral. Whatever truth or falsity there may be in this tradition, it is certain that at an early date a place of worship was erected there, subsequently succeeded by a cathedral which stood till the reign of Diocletian. A second cathedral was built by Constantine, the Great, and a third by King Ethelbert who dedicated it to Saint Paul, the Apostle. After many changes, re-foundings, and enlargements, it was destroyed in 1666 by the Great Fire of London. The present edifice, which is, without doubt, the most conspicuous object in a distant view of the great city, and which is surpassed only by Saint Peter's of Rome, is a remarkably fine specimen of Renaissance architecture and it is not surprising to be told that the great architect experienced the keenest pleasure of

his old-age in being carried to a spot from whence he could gaze upon the product of his labors.

While the cathedral is second only to Westminster Abbey, as the burial place of eminent men, particularly naval and military heroes such as the Duke of Wellington and Lord Nelson, the visitor is impressed not so greatly by the monuments erected to their memory as with the thought that the vast building is, itself, a monument to the architect—a thought inspired in part at least by the inscription on the tablet above the north door in Latin, the accepted translation of which is:

"Beneath is buried Christopher Wren, architect of this church and city, who lived for more than ninety years, not for himself, but for the public good. Reader, if thou seek'st his monument, look around."

On Holborn Viaduct stands the City Temple, noted not for its memorials to the dead but for its helpful service to the living. It is still known as the church of Dr. Joseph Parker, the great divine, who died in 1902, and whose preaching made the Temple famous. It was our good fortune to attend a service there and hear a most helpful, earnest sermon from the pastor, the Rev. Mr. Campbell. There was no attempt at oratorical eloquence, no sensational statements of strange doctrines were made, but in a simple, quiet way, the earnest preacher talked from his heart in such a

manner as to appeal to the hearts of his hearers and make each one feel that the message had a personal application. Certainly no one who heard that sermon on "The Awakening of a Soul" could have thought that it was meant to apply to any one more than to himself.

There was one very marked innovation, however, in connection with this service—the presence of policemen to hold in check the crowds of people assembled in front of the Temple an hour before the time of opening. Not far away the costly chimes of a more magnificent church building called loudly for worshipers who did not come. After all, the "masses" of whom we hear so much are not so dead to the influence of the gospel when it is presented in earnest simplicity by a live preacher.

It has been suggested that The Tower, next to Westminster Abbey, is the most interesting place in all London and that the tourist who has but one day to spend in the city should devote it to Westminster, Saint Paul's, and The Tower. While there might be a difference of opinion regarding the value of this suggestion, there can be no doubt as to the interest which comes with a half-day spent in this famous fortress dating back possibly to the time of the Romans and certainly to the reign of William the Conqueror, who in 1078 erected the "White Tower," forming the

center of the mass of historic buildings, and containing the Chapel of Saint John, one of the finest specimens of early Norman architecture to be found in England.

For five centuries The Tower of London was the chief palace of the sovereigns and from time to time the residence of kings and queens including King John, Henry VI, to whom it was a prison rather than a palace, Henry VII, Mary and Elizabeth who did not relish it as a residence because of the memory of her imprisonment there. Within its walls were committed many deeds of cruelty, including tortures, executions, and murders. In the chapel of Saint Peter's lie buried Anne Boleyn, Katherine Howard, Lady Jane Grey, and her husband, Lord Guilford Dudley, the Duke of Suffolk, and many others, victims of the jealousy and tyranny of their times.

In an iron cage in the Bloody Tower, seemingly a most appropriate place, are kept the Crown Jewels valued at many millions of dollars. There is no pride in the statement that we joined the procession as it marched around the cage viewing the remains. Personally I would rather have one glimpse at the old hat worn by Abe Lincoln than a week's inspection of all the jewels that have ever crowned all the kings and queens the world has ever known and who would probably never have been known except for the accident of

birth which made them rulers of their fellowmen.

A visit to the British Museum is a glimpse at the world, for all parts of the globe are represented in this marvellous collection. In the great reading room, one hundred and forty feet in diameter and one hundred and six feet high, more than six hundred literary workers daily consult some of the eighty thousand volumes catalogued for their convenient use in two thousand volumes.

Gallery after gallery is filled with the rarest inscriptions, figures, and monuments, two of the most interesting being the Egyptian Gallery, whose collection includes the famous Rosetta Stone, and the Nimrod Gallery, stored with Assyrian relics, and brick-books, including the primitive record of the Flood.

One of the most difficult departments to leave is the Manuscript Room with its wealth of most interesting contents. Here we looked again and again at the Magna Charta, unwillingly signed nearly seven hundred years ago, — the groundwork of the English Constitution and the foundation of the liberties of the English-speaking world. Here are found not only rare specimens of early printing and beautiful binding, but also the original manuscripts of several of the most noted books and autograph letters of many of the greatest authors and statesmen the world has

ever known. The United States is well represented in this collection by a letter written to the Earl of Buchan by George Washington in 1793. In this letter the Father of our Country plainly outlines the policy of the then young Republic in the following words:

"I believe it is the sincere wish of United America to have nothing to do with the Political intrigues or the squabbles of European nations; but, on the contrary, to exchange commodities and live in peace and amity with all the inhabitants of the earth; and this I am persuaded they will do, if rightfully it can be done."

Another paragraph is quoted which makes very interesting reading in these days of "United America" whose Capital City, now far from "the center of the Union," is one of the most beautiful cities in the world:

"To evince that our views (whether realized or not) are expanded, I take the liberty of sending you the Plan of a New City, situated about the centre of the Union of these states, which is designed for the permanent seat of the Government. And we are at this moment deeply engaged, and far advanced in extending the inland navigation of the River (Potomac) on which it stands and the branches thereof through a tract of as rich country — for hundreds of miles — as any in the world."

Owing to the fact that the United States Minister can issue only two tickets of admission to the

House of Commons each day, the great majority of American visitors to London have to content themselves with a look at the Houses of Parliament from the outside, or at the best with a visit to the interior to which there is admittance on Saturdays between ten and four. While such a look or visit is well worth the cost of time and effort necessary to secure it, it must of itself be a very unsatisfactory way of gaining an idea of the workings of the law-making body of the Empire. Knowing the conditions of admittance and hearing from another American that all the tickets of admission available for several days ahead were already taken, there seemed little hope of realizing the desire of a life-time, but acting upon the principle that faint hearts are not usually successful in winning what they most desire, a visit was made to the offices of the United States Minister with the happy result that in a few minutes I was the fortunate possessor of an unclaimed ticket, engaged several days before by another party, admitting the bearer to the stranger's gallery of the House of Commons where I sat for several hours a most interested spectator of the most interesting proceedings.

Directly in front was the Speaker, dressed after a fashion which, for want of suitable terms not found in a man's vocabulary, I shall not attempt to describe. Near his throne sat the three clerks

whose powdered wigs and general attire made them appear as having come down from the remote past. On the front row to the right, lined up after a fashion which reminded me of the times when school-boys are called to confession and judgment, appeared the Ministers, and back of them the supporters of the party in power, some of them so certain that all was safe for the majority that they slept peacefully, while to the left, the Opposition, though in a minority, seemed to be neither dismayed nor discouraged on that account. Above the Speaker's chair the reporters looked down upon the scene, busy at times preparing copy for the papers they represented, and on another gallery above them stood a few women striving hard to gain a glimpse of the proceedings, through the ornamented lattice work, which conceals their presence to a sufficient extent to justify the Parliamentary fiction that they are not present.

The room in which the Commons meet is only seventy-five feet long by forty-five feet wide, and contains seats for only four hundred and seventy members—not nearly enough to accommodate the full membership of about six hundred and seventy—; so that on occasions of interesting debates or important party divisions, chairs are placed wherever possible and some of the members are compelled to find seats on the steps or in the

gallery. The accommodations are very inferior to those enjoyed by the members of our own National House of Representatives or even of our State Legislature.

The first part of the session of July 25—the one it was my good fortune to attend—was taken up in answering questions asked, in printed form, by different members, and directed to the different Ministers. These questions covered a wide range of important interests including tariff, finance, morals, war, labor, colonial government, international law, etc., but by far the most interesting discussion was that resulting from a question by Mr. Gibson Bowles, directed to the Prime Minister, and seeking information relative to the policy of his Majesty's Government with reference to the Russian seizure of British vessels. This was a live question and the answer by Mr. Balfour, framed in clear decisive language, was listened to with eager interest by members of all parties and the large number of spectators in the gallery. While the discussion was conducted in a most dignified manner and the language used was most conservative and diplomatic, the atmosphere seemed to be charged with a most respectful note of warning to Russia not to go too far in the manifestation of her tyrannical spirit.

Following this catechism, the Commons settled down to an earnest discussion of the Finance Bill,

the opening speech—one of the best I heard, and that is not necessarily very complimentary to the oratory of the Commons, for, taking them all in all, they are a sorry lot of speakers—being made by an Opposition member, Mr. Robertson, of Dundee, who proceeded to show that while, by a very peculiar classification, the National Debt was made to appear as decreasing each year, it was in reality rapidly increasing. In due time, the Chancellor of the Exchequer, Mr. Austin Chamberlain, dressed in the extreme of fashion, arose from his seat on the front bench, removed his silk hat which he had worn all through the proceedings, adjusted his monocle, and proceeded to stammer out a defense of the government's financial policy. He may be a financier of ability but as a speaker he is most painful to hear, and were he an American, he would certainly be required to use both eyes in looking at the problems confronting him.

How long the present government will remain in control no conjecture will be made. So far the majority seems to be large enough for practical purposes, but certain it is that, when those who are now directing the affairs of the great Empire fail to carry out the wishes of the majority of their constituents, the people will speak in no uncertain tones, for after all in England, the people are the real rulers. To an American, who is

free to confess to a deep-seated prejudice against anything that savors of royalty, the reverence which the English people have for kings and queens and lords and dukes is beyond comprehension, but since they are, as a rule, a harmless class absolutely without power and capable of exercising but little, if any influence in affairs of state, and the people are willing to pay the expense of keeping them in readiness

for parade and show, a foreigner has no just cause for complaint. I am happier, however, every day to be a citizen of the United States, where the people elect their own rulers whose sons, attending the same schools, must fight the same battles for recognition as are required of those less fortunate, perhaps, in birth but equally free to make the most of life and opportunity.

O. T. CORSON.

O. T. R. C. DEPARTMENT.

TEACHERS' COURSE—TWENTY- SECOND YEAR—1904-1905.

(Adopted May 14, 1904.)

I. *Pedagogy*: Oppenheim's *Mental Growth and Control* or Sabin's *Common Sense Didactics*.

II. *English*: Higginson and Boynton's *A Reader's History of American Literature* and Shakespeare's *Julius Caesar*, or Higginson and Boynton's *A Reader's History of American Literature* and Ella May Corson's *Glimpses of Longfellow*.

III. *History*: (a) Moran's *Theory and Practice of the English Government* or Pearson and Harlor's *Ohio History Sketches*. (b) *The Week's Current*, *The Pathfinder*, *Current History*, *The Little Chronicle*, *The World's Events*, or an equivalent.

IV. *Nature Study*: Brigham's *Geographic Influences in American History* or Scott's *The Story of a Bird Lover*.

A choice is allowed between history and Nature Study.

A USABLE SCHEDULE FOR THE WORK OF THE YEAR.

September, 1904.

(1) *Mental Growth and Control*, Chapter I to V; or (2) *Common Sense Didactics*, Chapters I to V. (3) *History of American Literature*, Chapters I to IV.

October, 1904.

(1) Chapters V to VII, or (2) Chapters V to IX. (3) Chapters IV to VII. (4) *Ohio History Sketches*, to page 103, or (5) *The*

English Government, to Chapter V. (6) *Geographic Influences in American History*, to Chapter III, or (7) *The Story of a Bird Lover*, to Chapter IV.

November, 1904.

(1) Chapters VIII to X, or (2) Chapters IX to XII. (3) Chapters VII to IX. (4) To page 210, or (5) to Chapter VIII. (6) To Chapter V or (7) to Chapter VII.

December, 1904.

(1) Chapters X to end, or (2) Chapters XII to end. (3) Chapters IX to end. (4) To end, or, (5) to Chapter X. (6) To Chapter VI, or (7) to Chapter VIII.

January, 1905.

(5) To Chapter XII. (6) to Chapter VIII, or (7) to Ch. IX. (8) *Glimpses of Longfellow* to Chapter VII, or (9) *Julius Caesar*, two acts.

February, 1905.

(5) To Chapter XIV. (6) to Chapter X, or (7) to Chapter X. (8) Chapter VII to end, or (9). three Acts.

March, 1905.

(5) Chapter XIV to end. (6) Chapter X to end, or (7) Chapter X to end. (9) *The entire Play*. (1) or (2) Review first half.

April, 1905.

(1) or (2) Review Second half. (3) Review (9) the entire play.

"MENTAL GROWTH AND CONTROL."

CHAPTER VIII.

1. Satisfy yourself that you have a fairly clear notion of what our author means by *suggestion*: by *hypnotism*. 2. Recall three illustrations of the former. Write out one of your own. 3. Explain Christian Science from Prof. O's point of view. 4. Relation between, "looked he frowningly and anger. 5. What is sleep? P. 182. 6. Describe, but do not exemplify the process of hypnotizing. 7. True conception of an *ideal*. 8. How are things impossible made possible? On what occasion was this question asked: "What impossible matter will he make easy next?" 9. Suggestion's aid in developing vital traits of character. 10. Cyrus W. Field as a noted example.

CHAPTER IX.

1. The intermediate state between attention and imagination. Meaning of Miranda's, "Your tale, Sir, would cure deafness." 2. Illustrate by some great work of art: "Imagination is not a state of analysis, but rather of synthesis." 3. Psychic lesson from the composite photograph. 4. Fit into the chapter the often quoted story Darwin tells about his love of literature. 5. What use has a farmer of the faculty of imagination? 6. Reconcile: a196. "Those men whose conditions of work and thinking are least fixed ought to

have the most luxuriant faculty." b199. "The wider our knowledge of things, the better ought our imaginations to be." 7. Value of varied experience, and "the first law of work." 8. Scribe, Beethoven, Giotto, Millais,—the great natural endowment—physiologically—of each. 9. A regimen to keep the imagination "healthy." 208. 10. Advice as to books; practical affairs; nature; thoughts. 11. "Do what he will, he cannot realize Half he conceives—the glorious Vision flies." Wordsworth expresses this much more poetically: "Oh then that mine had been the painter's hand."—Complete the four-line stanza.

Songster of Scotland: "To make a pleasant fireside clime for weans and wife."—Finish the couplet,—and take it to heart. 8. "Nor is there an essential evil in doubt." P. 228. Something from *The Cathedral*: "Perhaps the deeper faith that is to come—Will see God rather in the strenuous doubt, Than in the creed held as an infant's hand Holds purposeless whatso is placed therein." 9. Respect yourself, and what good results may be gained? Distinguish between it and vanity. 10. Control yourself. How? 11. An ever fresh longing for knowledge. What kind of knowledge? What reward have ye?

CHAPTER XI.—REASONING, THE GUIDE.

1. Is the title of our book still justified by the text? 2. Vital importance of the subject of this chapter. 3. In what company are the emotions always found? Which precedes? Bradford Torrey has just said, in the *Atlantic*, that "one of the surest ways to be happy is to have happy feelings." 4. "You see the picture, you show your admiration, and therefore are impressed with its beauty." P. 215. Is admiration, then, muscular, and subject to prompting of the will? 5. Relation of emotions and instincts—illustrations. 6. What lesson of conduct to be learned from this doctrine? 7. Our author is in harmony with the great

1. "Plato, thou reasonest well," that is, by investigation thou hast come to a belief which my judgment approves as truth. Is that the sense our author mainly uses the word in? 2. One sure sign of an untrained mind, like "a beast, that wants discourse of reason." 3. Quote Lecky on credulity. What was Lecky, besides a historian? Lecky says, in *The Map of Life*: "In the field of morals, action holds a much larger place than reasoning. * * It is by the active pursuit of an immediate duty that the vista of future duties becomes most clear." 4. "The superior mind is naturally skeptical." Radically differ from, "Prove all things?" 5. What may "protection" mean?

Again, what *may* it mean? [It was my lot to hear a speaker on a Thanksgiving Day after an election tendering verbal thanks for "protection," and his general idea included our health, honor, fire-sides, in short, a substitute for Providence.] 6. Contrast a savage and a "trained, reasoning man" observing a chair for the first time. 7. Bring to mind what the book says you may call *wisdom*. 8. One's gray matter remaining constant for the time why does one not reason with an equal degree of success and ease upon any two subjects equally known at the start? 9. "When we are capable" p. 251, "of using the abstract characters in a problem instead of the concrete ones, we have arrived at a high grade of development." Does not the autocrat illustrate this by soaring sky-high from, " $2+3=5$," to " $a+b=c$ "? 10. Why may circumstantial reasoning be "safer to follow?" What is it? 11. A vocation and a calling, the difference? Longfellow states this case in, "It is the heart, etc." 12. A personal inventory, how take it? File it with whom? 13. What is a "genteel" occupation? 14. Do you belong to a church? Then what? A party? A club? A reading circle? 15. What is our greatest lack?

J. J. B.

COMMON SENSE DIDACTICS.

By Henry Sabin.

CHAPTER V.

Notes and Suggestions.

Note the difference between "Child Study" and "The Study of Children." The latter expression conveys more nearly the idea which the author has in his mind. The teacher should note what traits are common to all children; what allowances are to be made for childish faults; what physical conditions are necessary for promotion of growth and many points of agreement and disagreement existing among the children who frequent the same playground and school rooms. If a teacher who has charge of forty different pupils has forty different lessons to learn, there are yet some unvarying lessons which run through all their lives. Can you suggest any of them?

The light which comes through the great window of the cathedral is modified and changed by the rays which come from other windows adjacent or opposite. See if you can apply this idea to the study of children. Have you a clear idea of what is meant by the term "Sense Perception"? When you have this term clearly fixed in mind then write out one or more reasons why such training is as necessary for the teacher as the pupil. The quo-

tations at the close of this chapter will aid you greatly in understanding the psychological terms referred to in the text. After you have carefully read "Induction," then turn to page 86 and apply it to what Spurzhein says. In what case does experience become valuable?

CHAPTER VI.

The subjects treated of in this chapter lead naturally to the question "What subjects are of the most practical value"? All thoughtful teachers will agree with me in placing reading at the head of the list. Study this subject from three sides—mechanical, intellectual, spiritual. The first embraces the right calling of the words; the second, an understanding of the author's ideas; and the third, such a union of these two as will lead to intelligence and pleasing expression. Here I have quoted largely from standard authors. Swett has long been an authority. Miss Arnold has a well deserved reputation as an institute instructor. Note especially what she says about reading to children. Remember that children are creatures of imitation. The teacher may avail herself of these imitative powers and not infringe upon any rule of pedagogy. There is a revival of interest in English grammar in school work. For a time we discarded grammar and substituted language lessons. Read the sentence at the top of page 103 and see if you honestly agree with the

writer. In penmanship place legibility before rapidity, correctness before speed. Scribbling is not penmanship.

In history, emphasize biography. The lives and deeds of eminent men should be held up as examples to children. Avail yourself of imagination in history as in reading. In no other way can you so easily teach children to love history. In a word, you can not teach this subject effectively if you are not a historian. Encourage pupils to bring different authors to school and to quote from them. Do not confine the class closely to any one text.

Some years ago "Wickersham's Method of Instruction" was largely in use among teachers. While methods have changed, Wickersham's principles have remained the same. Every teacher may study them with profit. The opinion seems to be gaining ground among educators that we have been in the habit of giving the study of arithmetic more than its fair proportion of time. This point is worth careful thought. It would form a good subject for discussion in a teachers' meeting. Do not make up your minds hastily. If the course in arithmetic is to be shortened what may be omitted? Who was Wickersham? What is meant by the laboratory method? The term applies to history also. There is no study from which you and your pupils can derive greater pleasure and profit than geography.

Note this point here. In arithmetic especially we need definite knowledge. Certain processes will bring certain results. So in grammar. Rules are fixed and unchangeable. In geography we retain only knowledge of a general character. The trend of mountain ranges, the approximate size of cities, the length of rivers in round numbers, the contour and uplift of continents—these and other general ideas are about all that remain to us of our geographical study. Do not confine yourself to the book. Consult magazines and papers in preparing your work. Every quotation from Horace mann is worth study. Note the one at top of page 114. Study the quotation from Charles H. Ham on page 121, and then do not forbid the use of the jack knife. Especially if you have country school children under your care, study the words written by Emerson and Parker. They are full of instruction.

A READER'S HISTORY OF AMERICAN LITERATURE.

CHAPTER VII.

1. Higginson's explanation of Transcendentalism. 2. Characterization of Emerson. 3. Incident concerning Lady Beauclere. 4. Emerson's ancestry. 5. Josiah Quincy's compliments! 6. Who was Josiah Quincy, and what did he think of Jefferson's purchase of Louisiana? 7. Put in order what you know of the relation of Em-

erson and Carlyle. 8. Did Bret Harte's hyperbole recall the one in last month's reading: "More heroes than would fill a new Iliad"? Emerson's *Nature* "an undisguised challenge" — explain. 9. What doctrine or theory competed with transcendentalism for public attention thirty years ago? 10. Emerson's power to "ram" thought into a word. 11. Recite with shut eyes: "Thou canst not wave thy staff in air," and the rest of it. 12. Name the authors grouped about Emerson, with some interesting fact about each. 13. Hawthorne as described in these pages. 14. Name H's novels, or romances. What does he call them? 15. His rank among prose writers. 16. Something to think about anent William Austin. 17. The literary repute of Thoreau. 18. What two dangers has it survived? 19. Do you read Walden? Why not? 20. Make sure of Col. Higginson's excellent summing up of the man Thoreau.

CHAPTER VIII.

1. Col. William Byrd's right to a place in the story of Am. Literature. 2. The Charleston line of poets. 3. Poe's parentage; his rank as a writer; comparison of Poe and Hawthorne, 208 and 209; something of what other poets in the genius of Poe? Memorize the lines on page 212, also Higginson's comment. 4. Tell the story of Higginson taken captive by Poe.

Review Matters.

1. What is the point to the "unmuzzled" story—p. 171? 2. Is the translation praised on p. 175 really felicitous or only very odd? 3. Explain p. 177: "His personal favorites were apt to be swans"; also, p. 178: "bells, books, and candles." 4. Hawthorne's regard for his MSS—read the facsimile letter opposite p. 182. 5. What brought Hawthorne's custom house life to an end? 6. "Southern whites"—203. Are you a Northern white? 7. Poe's place in the minds of French critics—207. 8. Beddoes is named—211. Won't you memorize this from his *Dream Pedlary*?

"If there were dreams to sell

What would you buy?

Some cost a passing bell,

Some a light sigh

That shakes from Life's fresh crown

Only a roseleaf down.

If there were dreams to sell—

Merry and sad to tell—

And the crier rung the bell,

What would you buy?"

9. Higginson's return from hearing Poe as "under the spell of a wizard" will remind readers of Lowell of his homeward walk under Emerson's spell.

CHAPTER VIII.

(Completed.)

1. Call up the main facts in the brief career of Sidney Lanier. 2. Estimate of him as a critic. What is criticism? 3. A matter of diff-

erence between Lanier and Whitman. 4. L's name for Shelley and the asserted ground for it. 5. L's description of sunrise compared to the work of what writers? If you didn't read *Dawn* seven times, go back, please, and finish. 6. Something of interest about Whitman's life. Was he a poet? What popular naturalist is an enthusiastic admirer of Whitman?

CHAPTER IX.

1. The relative order of intellectual, artistic, and physical development. Give an example. 2. What artistic reason can you give for the telling of the story of Boone and Kenton's game of "hide and seek?" 3. Anecdote of the Cary sisters. 4. English opinion of American humor. Our prominent humorists. Anecdote of Artemus Ward. Claim for Huckelberry Finn. 5. Our author's "criticism" of Howells. Contrast for a few minutes Howells and Hawthorne. 6. Writers credited by our book with having created or described good "local types"? 7. Chew upon this: "Life is more important than art, but art is its noblest record."

CHAPTER X.

1. Higginson's early experience in "criticizing" Tennyson. 2. Best English writers of the nineteenth century, where first ranked as such? Examples. 3. What usually becomes of the fame of writers who mount suddenly to notoriety, and

ducats? Examples? Why? 4. "Temporary disappearance" of Emersons and Hawthornes, Tennysons and Brownings. Explain. 5. Three possible obstacles to a great future to American literature. 6. A real obstacle set up by the "circles of culture." 7. Who is alluded to as "the first among American scholars?" 8. What is better than "beauty of literary execution?" 9. How may the maker of a great mechanical work help literature? 10. On page 272 there is a covert quotation from a couplet of Goldsmith's concerning Burke; can you find it? 11. What higher task than presenting "types" of Americans remains? 12. Did Scott and Jane Austin rise to this higher plane?

Review Matters.

1. Page 251: Where can we find Emerson's saying about the stretch of Europe westward? 2. Page 258: Interpret the metaphor: "he wrote his list through time's telescope reversed." 3. Page 261: Meaning of Willis's saying: "America was posterity to him (Lamb)." 4. Page 263: White's sonnet is called *Night* in Bryant's Library of Song. 5. Page 281: "We are still in allegiance to Europe, etc." Hosea Biglow speaks of this, but my eye fails to light on the place. Find it for me, please. 6. Page 283: In what poem does Longfellow tell again the story from the Faerie Queene?

J. J. B.

P. S.

"Jes' so with poets: wut they've
airly read
Gits kind o' worked into their heart
an' head,
So's 't they can't seem to write but
jest on sheers
With furrin countries or played out
ideers."

MORAN'S "THE ENGLISH GOVERNMENT."

Pages 89-185.

1. Why was the presence of Cabinet members in Parliament objectionable at one time? 2. What is meant by "unanimity"? 3. Why have mixed Cabinets failed? 4. What is an "open question"? 5. Why are the dates 1782 and 1812 important in the development of Cabinets? 6. How did the office of Prime Minister originate? 7. How are the members of the Cabinet apportioned between the two Houses? 8. What are the duties of an Under-Secretary? 9. What are the advantages, in the case of the Premier, of a seat in the House of Commons rather than in the House of Lords? 10. Why are the Cabinet members reelected after appointment to Cabinet positions? 11. What is the nature of the subjects discussed at Cabinet meetings? 12. In what way is the Crown informed of the proceedings and debates in Parliament? 13. How do the salaries of Cabinet members in England compare with those paid in America? 14. Contrast the use of

the pension in England with its use in the United States. 15. What is meant by the Cabinet's responsibility to Parliament? What control, if any, has the House of Lords over the Cabinet? 16. What is meant by a want of confidence? Indicate three ways in which a want of confidence may be expressed. 17. What is a vital "question"? Illustrate. 18. What was the cause of the resignation of Joseph Chamberlain? 19. When may an appeal to the country be made? 20. Since there is no written law which compels the Cabinet to resign in case of defeat, why is it that some stubborn Premier does not attempt to remain in office after his government has lost confidence of Parliament? 21. What was the cause of the fall of the Roseberry Ministry in 1895? 22. Explain "voluntary dissolution." 23. Show the importance of the King's speech. By whom written? Why? 24. How may the Cabinet control legislation? 25. What good purpose does the opposition serve? 26. What are the duties of the government leaders in the two Houses? 27. What are the duties of the Whips? 28. Show the value of "Questions." 29. Why are bills drafted better in England than in America?

Premier on this matter, Mr. Chamberlain resigned and his resignation was followed by those of other members of the Cabinet. The places thus vacated have been filled by the appointment of comparatively obscure men. A General Election will probably give the people of England an opportunity of expressing their views on the tariff question. It is matter of note that King Edward took more than the usual interest in the new Cabinet appointments.

OHIO HISTORY SKETCHES.

1. How long was Benj. F. Wade a U. S. Senator from Ohio? When? 2. What was the nature of Giddings' book "The Exiles of Florida"? 3. Give a brief estimate of the work done by Giddings and Wade for the anti-slavery cause. 4. In which House of Congress did Giddings serve? When? 5. Give a short account of the Beecher family. 6. Outline Henry Ward Beecher's work in England for the cause of the North. 7. What inspired "Uncle Tom's Cabin"? 8. What other books did Mrs. Stowe write? 9. To what political party would you assign Chase? Why? 10. Was he right in seeking the nomination for the Presidency after he was Chief Justice? 11. What was his great work as a member of Lincoln's cabinet? 12. What is Lincoln's estimate of Chase? 13. Describe his election to the U. S. Senate. 14. Could an election to the Senate be brought about to-day by similar combinations? 15. What was Chase's characterization of the

NOTE. — Consult the papers and other periodicals for accounts of the present Cabinet crisis in England. The difficulty was precipitated by Mr. Joseph Chamberlain's advocacy of a protective tariff. Not being in harmony with the

Compromise of 1850? Was it just? 16. Where is Antioch College? 17. Who founded it? For what purpose? 18. Give an outline of the work of Horace Mann: (1) from a political standpoint; (2) for the cause of education. 19. Of what institution of learning was Dr. Andrews president? What text book did he write? What does Ohio owe him for the cause of education?

GEOGRAPHIC INFLUENCES.

CHAPTER V.

1. What is meant by the prairie country in the United States? Name the typical prairie states. Can Ohio be classed as a prairie state? 2. What were the two chief doorways to the upper Mississippi Valley? What people looked in at the southern door? What people came in at the northern door? What were the chief motives of the latter? 3. Why was the Joliet and Marquet's trip up the Fox River and across to the Wisconsin regarded as so important a matter? 4. What were the three principal French centers of population in the prairie country? Can you see any special design in their location? If so, what? 5. Who was George Rogers Clark? Where did he enter the prairie country? What were his greatest achievements? 6. Why is it that the upper Mississippi Valley is a land of climatic extremes? What

are its natural sources of wealth? 7. Give reasons for the very rapid growth of the Northwest Territory during the first thirty years following the War of the Revolution. 8. Over what route from the East did the first Ohio immigrants come and what settlement did they make? When and under what name did they come? 9. Will the East be able to hold the prairie country against the South? Give reasons. What are the most encouraging signs favoring the opposite view? 10. What caused the great cry of Washington and other famous leaders for water-ways and land-ways across the barriers from East to West? 11. What were the two chief causes which kept the South from taking the trade of the upper Mississippi Valley from the East? 12. Can you see any special reasons why the construction of the Isthmian Canal should have much influence over the direction of the commerce of the prairie country? If so, what? 13. Along what lines is the South making its greatest development to-day? 14. The whole West is the product of how many generations? What war marks the beginning of its development? 15. What does Mr. Brice mean when he says "The West is the most American part of America?" 16. Why does he think that "the old West and the new South united would produce not a new sectionalism but a new Americanism?" 17. What things in the

prairie country tend most to the growth of a strong and clean civilization?

CHAPTER VI.

1. Describe the coastal plains of the lower Atlantic and the Gulf states. 2. Do geologists consider the coastal plains young or old? Why? 3. How much of South Carolina is coastal plain? Where is the "black belt" in South Carolina? The sandy belt? 4. Are these belts similarly situated in North Carolina? Explain. 5. What state is altogether a part of the coastal plain? What is the extent of its seacoast? Of its railroads? 6. How far up do geologists claim that sea-water covered the lower Mississippi? Did the Arkansas River and the Red River ever have their own opening into the sea? Explain. 7. What three southern states belong almost wholly to the coastal plain? 8. What is the one mineral of importance found in Florida? 9. Is New Orleans likely to become a rival of the ports of the East? Why? What does the Exposition at St. Louis commemorate? 10. What was the mission of Lewis and

Clark? Who sent them out? 11. To what did the great plantations of the South owe their existence? Why were the plantations especially large in the cotton belt? 12. What was there in the southern system to promote the mastery and strength of the few? What was there to produce such towering figures as came from the Southland? 13. What were the chief elements that united to produce the old South? If you think the Cavalier had much to do with it, what have you to say about South Carolina whose early inhabitants were chiefly Puritans? 14. What is meant by the triangular social system of the South? Why could not the South become rich under this system? 15. Why were there so few cities and towns in the South before 1865 and why have they grown more rapidly since that time? 16. What is there now to indicate that the South is destined to become the greatest manufacturing, mining and agricultural section in the Union? 17. Compare her lumber, iron, coal, fertilizer, building stone, clays, asphalt, petroleum, and salt with those of the North.

HELPS, HINTS, AND SUGGESTIONS.

BURNS' COTTAGE.

The original of the following poem by Robert G. Ingersoll hangs on the wall of the cottage where Burns was born near Ayr, Scotland. It was written by Mr. Ingersoll in the cottage upon the occasion of a visit some years before his death.

Though Scotland boasts of thousand names,

Of patriot, King and peer,
The noblest, grandest of them all,
Was loved and cradled here.

Here lived the gentle peasant-prince,

The loving cotter-King,
Compared with whom the greatest lord

Is but a titled thing.

'Tis but a cot roofed in with straw,
A hovel made of clay;

One door shuts out the snow and storm,

One window greets the day;
And yet I stand within this room;
And hold all thrones in scorn;

For here beneath this lovely thatch
Love's sweetest bard was born.

Within this hallowed hut I feel
Like one who clasps a shrine,
When the glad lips at last have touched

The something deemed divine.
And here the world through all the years,

As long as day returns,
The tribute of its love and tears,
Will pay to Robert Burns.

SUGGESTIONS FOR THANKSGIVING PROGRAMMES.

By Mary Gordon.

In arranging a program for an ungraded school, begin with a general exercise, follow next with the primary children and close with the older ones.

Your nature poems and songs taught during September and October have led up to the harvest or nature side of Thanksgiving and can be used for the program.

The best literary entertainment any school can give is one that is the accumulation of selections learned "as the days went by"; the poems of the regular language and literature lessons. Have you not already taught Helen Jackson's September, October's Bright Blue Weather, and Susan Coolridge's How the Leaves Come Down, and Bryant's To a Water-fowl and Thanatopsis?

I don't believe in making a vaudeville or funny show of any school entertainment. To be sure "a little nonsense now and then is relished by the wisest men," but this public day should be the culmination of, the three-fold lines of our thought and teaching for the past months; namely nature and harvest and preparation for winter, the historical side, and the ethical; our reasons

for thankfulness and for showing our gratitude by doing for others.

The teacher who clamors for "something new" at this time for her thanksgiving program, certainly fails to catch the significance of this anniversary. The story of the Pilgrims is history, it can't be changed. To attempt it reminds one of the ruining of many fine plays on the stage of to-day by the introduction of so-called "specialties."

The teacher who is so blasé that she can't enjoy and cause others to enjoy and appreciate this old story, who is not moved and thrilled by the recurring miracle of harvest, by the words of the promise rolling down the ages "while the earth remaineth seed-time and harvest, and cold and heat, and summer and winter, and day and night shall not cease," had best omit the celebration.

A crude exercise or play, burdening the memory of children with poor poetry is not to be compared with learning some of the best that has been written by our New England poets who have given to literature all that is best and most beautiful on these themes. Our children need these pictures of the past.

The spirit that should permeate everything learned, the finish and beauty with which recitations are given, the intrinsic literary value of your selection will "entertain" parents and friends. What a mistaken

idea it is that only "funny" selections entertain!

The story in verse may not fulfill our requirement of best literature, but, as our grandparents learned their geography by singing the states and their capitals, so little children learn and enjoy such as the two following poems.

THANKSGIVING DAY.

For First Year Children.

Over the stormy ocean

From England, far away,
A band of Pilgrims landed
One cold December day.

They chopped down trees for
houses,

And worked hard every day;
They built them all log houses
They had no time for play.

Troubles and sorrows many
Came the first year in this land,
Some of the brave ones perished
Of their sturdy little band.

But in spite of frequent hunger,
Not heeding pain nor cold,
They struggled bravely onward,
The young men and the old.

One day a big ship landed,
With food, and drink, and grain;
This made them all feel better,
And men took heart again.

And so in each November,
Of every single year,
We thank the Lord for blessings
Sent on our country dear.

And while we all have plenty,
 'Tis sad indeed to say,
 That some poor folks are starving
 This cold November day.

So let us try to help them,
 And give them what we may
 That *all* may keep in plenty,
 This glad Thanksgiving Day.

RECITATION.

Story of the Pilgrims.

Children, do you know the story
 Of the first Thanksgiving Day,
 Founded by our Pilgrim Fathers
 In that time so far away?

They had given for religion
 Wealth, and comfort, yes, and
 more,
 Left their homes and friends and
 kindred
 For a bleak and barren shore.

On New England's rugged head-
 lands,
 Now where peaceful Plymouth
 lies;
 There they built their rude log-
 cabins,
 'Neath the cold, forbidding skies.

And too often e'en the bravest,
 Felt his blood run cold with
 dread;
 Lest the wild and savage red man
 Burn the roof above his head.

Want and sickness, death and sor-
 row,

Met their eye on every hand;
 And before the spring-time reached
 them
 They had buried half their band.

But their noble brave endurance
 Was not exercised in vain;
 Summer brought them brighter
 prospects
 Ripening seed and waving grain.

And the patient Pilgrim mothers,
 As the harvest time drew near,
 Looked with happy, thankful faces,
 At the full corn in the ear.

So the governor, William Bradford,
 In the gladness of his heart,
 To praise God for all His mercies,
 Set a special day apart.

This was in the autumn, children,
 Sixteen hundred twenty-one;
 Scarce a year from when they
 landed,
 And the colony begun.

And now when late in November
 Our Thanksgiving feast is
 spread,
 'Tis the same time-honored custom
 Of those Pilgrims long since
 dead.

We shall never know the terrors
 That they braved, years, years
 ago;
 But for all their struggles gave us,
 We our gratitude can show.

— *Hezekiah Butterworth.*

THE SLICED STORY OF THANKSGIVING PIE.

I believe in the use of the sliced story, or story in sections.

It enables you to give each child a little part in addition to that given in songs and concert recitations.

The best program gives every pupil something to say alone.

Write the story of the Pilgrims yourself, using suitable quotations, and adapting the different sections to your different pupils.

In a mixed school a story can be so written that it can be given to children of every grade, but generally I would arrange it for primary children only.

Give prominence to those things that most interest them and that they can best understand.

Begin the story with the leaving of the English home—the whys and the wherefores, and end with the story of the First Thanksgiving.

Points to be emphasized.

Why they left England; stay in Holland, customs there, dykes, storks, boats, windmills, wooden shoes, language; why they did not stay; return to England; set sail for America; two ships, names; Speedwell leaked; return and final sailing of Mayflower, number of passengers, names of prominent ones, incidents of the voyage, make vivid the discomforts of the small cabin, the storms, length of voyage, a beam breaks in mid-ocean, two

babies born, their names, do not land at place intended, anchor, Capt. Miles Standish and men explore, the landing, date of, building, story of first year, first Thanksgiving, date of.

Give, according to ability of child to commit, a sentence, several sentences; or a paragraph.

Number these divisions on your copy and their slips to correspond.

Helpful books to draw from and to read to children are: Standish of Standish, by Jane Austen; Stories of Colonial Children, by Mara L. Pratt; Childlife in Colonial Days, by Alice Morse Earle, especially, and all her books of colonial life. The Story of Thanksgiving, in Kate D. Wiggins's Story Hour. Little Pilgrims of Plymouth, by Frances A. Humphrey.

Another good plan is to place on a long black-board, or Manilla paper chart the diagram or map on next page.

Have the distance between England and America greater than is represented here and fill this space with "ocean waves." Draw the Mayflower in mid-ocean.

After the teacher has told the story, making it as vivid as possible and using the pointer freely, she then calls upon many to tell it to her, until she finds who tells the best story, and that one is selected for the public day.

The following story is suggestive of results that have been obtained

from first and second year children, and is not to be committed.

The Story. (Suggestive.)

This (pointing to the crown), is the crown of the king of a country called England. *These* are the people. The people quarreled about the church. The king took sides with *these* people (pointing to left of church,) and the other people who were called Puritans said, "Let's go away to a place where we can be free." So they went across here to the Dutch country, where the people were queer. They



wore wooden shoes, and the women wore their hair in long braids down their backs, and they spoke a queer language.

The Puritans stayed several years, but after a while they were afraid their babies would grow up and speak the Dutch language and be queer.

They heard of a country a long, long way across the big ocean, and they said, "Let's go to this new country." The Puritans started back home to get some friends who had stayed, and they all started to-

gether from *here* in two ships. But the Speedwell leaked and had to go home twice. But the Mayflower went on, if it *was* bad weather, and here they go, on, on, on, clear to the new country.

They wanted to go a little farther south, (follows dotted line) but the wind and waves drove them up to *here*, and Miles Standish, the cap-



tain, and all the people got off at Plymouth Rock. They thanked God that they had had a safe voyage, and then they began to cut down trees and make fires to get themselves warm. And then they built some log houses. This was in the "dead of winter"; snow was all over everything, and they had a hard time to make things grow. But the second autumn the corn grew finely and the people had plenty. Then they said, "Let's set apart a special day to thank God for all these good things"; and they did, and that's how *we've* come to have a Thanksgiving Day, for these people were our "ancestors," and the *new country* is the one we live in now.

PRIMARY PROGRAM SUGGESTIONS.

1. Concert recitation:—

We Thank Thee.

For peace and for plenty, for freedom, for rest,
For joy in the land from the east to the west,
For the dear starry flag, with its red, white and blue,
We thank thee from hearts that are honest and true.

For waking and sleeping, for blessings to be,
We children would offer our praises to thee;
For God is our Father, and bends from above
To keep the round world in the smile of his love.

—Margaret E. Sangster.

2. Hymn: We Thank the Lord.
— School.

3. Recitation of Bible verses of praise and thanksgiving by six or more children.

4. Concert recitation: Genesis viii, 22.

5. Song: Can a Little Child Like Me.

6. Concert recitation:—

When the weather is wet,
We must not fret;
When the weather is dry,
We must not cry;
When the weather is warm
We must not storm;
When the weather is cold,
We must not scold;
But be thankful together
Whatever the weather.

7. The Sliced Story by any number of children.

8. The story told by one child, using pointer and map.

The teacher can arrange the alternation of the following poems and songs to suit herself. Part may be used for concert recitations and part as individual ones.

Thanksgiving Day, by Lydia Maria Child in *Open Sesame*, Vol. I.

The Story of the Pilgrims, Hezekiah Butterworth.

Landing of the Pilgrims, Mrs. Hemans.

The First Thanksgiving.

The Ant and the Cricket, *Open Sesame*, Vol. I.

THE ANT AND THE CRICKET.

A silly young cricket, accustomed to sing

Through the warm, sunny months of gay summer and spring,
Began to complain, when he found that at home

His cupboard was empty and winter to come.

Not a crumb to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree:

"Oh, what will become," says the cricket, "of me"?

At last by starvation and famine made bold,

All dripping with wet and all trembling with cold,

Away he set off to a miserly ant,

To see if, to keep him alive, he
 would grant
 Him shelter from rain,
 A mouthful of grain
 He wished only to borrow,
 He'd repay it to-morrow:
 If not, he must die of starvation
 and sorrow.

Says the ant to the cricket, "I'm
 your servant and friend,
 But we ants never borrow, we ants
 never lend;
 But tell me, dear sir, did you lay
 nothing by
 When the weather was warm?
 Said the cricket, "Not I.
 My heart was so light,
 That I sang day and night,
 For all nature looked gay."
 "You sang, sir, you say?
 Go then," said the ant, "and dance
 winter away."

Thus ending, he hastily lifted the
 wicket
 And out of the door turned the poor
 little cricket.
 Though this is a fable, the moral
 is good:
 If you live without work, you must
 live without food.

SONGS.

Thanksgiving Day, Lydia Maria
 Child.

A Child's Thanksgiving in
 Music Primer by Eleanor Smith.

Can a Little Child Like Me,
 from Child Songs, edited by Lucy
 Wheelock Pub. by Ward and
 Drummond.

We Thank the Lord and The
 Flag Song in Child's Song Book,
 by Mary Howlison.

Close with Flag Song. Give a
 small flag to each child to wave
 while singing the chorus.

SUGGESTIONS FOR GRAMMAR GRADES.

1. Concert recitation: Twenty-
 fourth Psalm.

2. Song by school: Kipling's
 Recessional.

Recitations or readings for con-
 cert or individual.

From Whittier: The Corn Song,
 The Pumpkin, Lines for an Au-
 tumn Festival, The Huskers, Our
 State, The Mayflowers.

From Longfellow: The Bless-
 ing of the Cornfields; The Harvest
 Moon.

Emerson's "We Thank Thee."
 Scott's "Love of Country," from
 The Lay of the Last Minstrel.

The Pilgrim Fathers, by John
 Boyle O'Reilly; The Pilgrims, by
 Chas. H. Sweetser in The Story of
 our Country by J. C. South.

Some songs: Whittier's Corn
 Song and For an Autumn Festival
 in the Riverside Song Book.

The Worship of Nature in Songs
 of Happy Life, compiled by Sarah
 Eddy, published by Art and Nature
 Study Pub. Co., Providence, R. I.

Close with this recited in concert.

EVERY MORNING.

Thank God every morning when
 you get up that you have something
 to do that day which must be done.

whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle never know. — Charles Kingsley.

Song: America.

BLACKBOARDS AND OTHER DECORATIONS.

Don't spend much time on decorations. Bold, simple ones are most effective. Spend most time on arousing the spirit and the understanding, and in *careful drill on the recitations*.

Let your November calendar be in colors. A field of corn in shocks with pumpkins on the ground. Other drawings — a log cabin, the first meeting house, Peregrine White's cradle, an old Colonial fireplace, a spinning-wheel.

Fill each window with corn stalks, pumpkins and apples piled high on the sills. Use all the flags you can get.

Turkeys and Puritan hats cut from card board patterns can be used to write your invitations on.

OHIO IN THE MAKING.

By C. L. Martsolf.

"Speak to the Earth and it will teach you."

The waters of the Mexican Gulf swept over what is now between the Laurentian Highland on the north, the Appalachians on the east and

the Rockies on the west. The Gulf Stream warming this Silurian Sea, made it possible for the growth of organic life. When the wave rolled over the old Ezoic Continent, there settled down upon it a vast amount of shell, coral, trilobite and crinoid. Life had now come and we were in Palazozoic time or the age of Mollusks. There must have been a great abundance of these organisms for the Trenton Limestone which they formed is sometimes six hundred feet thick. It underlies all of Ohio and is our basic rock.

Conditions changed and no longer was limestone deposited on the floor of the Silurian Sea, but fine particles of clay sifted downward and vast beds of shale aggregating more than a thousand feet in thickness were deposited. The foundations of Ohio had now been laid. The first epoch (Lower Silurian) of the age of Mollusks had passed.

Anticlines: "A fold of the earth whose bend is upward is called an *anticline*. A line running with the crest is the axis and the rocks on either side make the limbs of the fold. Folds are close or open, according to the amount of force in their making."—Brigham.

The Cincinnati Anticline or Arch: The first of Ohio to show itself above the water was a long, low, broad island, that extended across the state from a point east of Cincinnati, to another at the west end of Sandusky Bay. Its axis is in Clermont county and it follows approximately the divide between the Scioto and the Miami rivers and again the Sandusky and the Maumee. On either side of this axis the strata descend beneath the Ohio coal fields on the east and those of Indiana on the west. The southern end of this arch was the higher and

accordingly here we find excellent outcrops of the Trenton Limestone, particularly across the river at Frankfort, Kentucky.

Observations: Take a ruler and lay it on a map of Ohio and name the counties that are located on the Anticlinal. Would you have to bore as deep there to reach the Trenton Limestone as in Athens county? Why? Would you have to bore as deep in Ottawa county to reach the Trenton as in Logan county? Why? The general slope of our rock strata in southeastern Ohio is approximately thirty feet to the mile. Why do they slope?

The Trenton Limestone contains gas and oils. Why? What made Findlay boom in 1884? Where do they get the gas and oil in Hancock, Wood and Allen counties? How deep do they bore for it? The shales deposited above the Trenton Limestone belong to the Hudson and Utica series. In Ohio we know them as the Cincinnati Group. They contain much organic matter which produces a fertile soil. This accounts for the famous "Blue Grass Region" of Kentucky. There are about 4,000 square miles of this shale outcrop in southwestern Ohio. Wonder what makes Butler and adjoining counties so very fertile? Wonder if the large tobacco manufactories at Middletown owe their being to this shale bed. When the woods were first cleared off southeastern Ohio, immense quantities of tobacco were produced. I have heard many a farmer say as he looked upon a worn-out hillside, "Tobacco did it."

THE PHILOSOPHER.

The days are short and the nights are long,

And the wind is nipping cold;
The tasks are hard and the sums
are wrong

And the teachers often scold.

But Johnn McCree,

Oh, what cares he,

As he whistles along the way?

"It will all come right

By to-morrow night,"

Says Johnny McCree to-day.

The plums are few and the cake is
plain,

The shoes are out at the toe:

For money you look in the purse
in vain

It was all spent long ago.

But Johnny McCree,

Oh, what cares he,

As he whistles along the street?

Would you have the blues

For a pair of shoes,

When you have a pair of feet?

The snow is deep, there are paths
to break,

But the little arm is strong,

And work is play if you'll only take
Your work with a bit of song.

And Johnny McCree,

Oh, what cares he,

As he whistles along the road?

He will do his best,

And will leave the rest

To the care of his Father, God..

The mother's face is often sad,
She scarce knows what to do;
But at Johnny's kiss she is bright
and glad—

She loves him, and wouldn't you?

For Johnny McCree,

Oh, what cares he,

As he whistles along the way?

The trouble will go,

And "I told you so,"

Our brave little John will say.

— *The Young Idea.*

THE FOURTH QUESTION.

By J. A. Culler.

In the October number of **THE MONTHLY** is a list of the questions used in the last examination. The fourth one is a test of the knowledge of the applicant in regard to two important principles in physics and, by the way, of his knowledge of simple quadratics. The problem reads, A stone dropped into a well is heard to strike the water in two seconds and a half; find the depth of the well.

The time given includes the time needed for the stone to fall to the water and produce the sound, and the time needed for the sound to return to the top of the well.

Those who were able to give the ten formulæ for falling bodies as required in a previous list, probably had very little trouble with the first element of this problem. In fact, however, there are but two formulæ for falling bodies, however much the terms may be transferred or transformed. It is best for the student to be familiar with the form and derivation of the two and then trust to algebraic juggling for the balance. The two are (1) $v = gt$, and (2) $s = \frac{1}{2}gt^2$. Since the time is given and the whole space passed over—the depth of the well—is required, the second formula is evidently the one to use in this problem.

After the stone strikes the water, the sound starts up and travels over the same distance—the depth of the well. The problem does not state the temperature of the air in the well and we are not certain how fast the sound traveled. At 0°C sound will move about 1090 feet in one second, and its speed will increase about two feet per second for every rise of 1°C. We

may presume, however, that the temperature is an average one of about 30°. The speed will then be about 1150 feet per second.

It is plain, then, that if the whole time were consumed in either the fall of the stone or the return of the sound, the problem would be a very easy one. But since each operation consumed part of the time, they must be considered together.

So, let x = time of fall of stone, then $2\frac{1}{2} - x$ will = time for return of sound.

The depth of well (s) = $\frac{1}{2}gx^2$ and depth of well = $(2\frac{1}{2} - x) 1150$. Since we have two values for the same distance then $\frac{1}{2}gx^2 - (2\frac{1}{2} - x) 1150 = 0$. From this the value of x is found to be nearly 2.42. This would leave only .08 second for the sound to return from the water to the top of the well. Since the sound traveled 1150 feet per second, the well must have been 92 feet deep.

FUNDAMENTAL PRINCIPLES OF THE OHIO TEACHERS' FEDERATION.

Formulated by S. K. Mardis, Chairman of Ex. Com.

I. The educational standard and efficiency of the public schools are limited by educational sentiment, which should be carefully and systematically cultivated.

II. There should be a closer and more intelligent co-operation between the teachers, patrons, and school officials in the public schools.

III. The State is the unit for school legislation. Both teachers and patrons should be more intelligently informed on the present educational conditions, and be united on needed legislation to make the public schools of Ohio as good as the best in the world.

IV. Each school district, whether city, village, township, or special, is a unit for school administration in which all the school electors should be free to vote for the whole board of education, without any geographical, political or other restrictions.

V. The names of all the candidates for member of Board of Education, however nominated, should be placed on one separate and independent ballot, with the names alphabetically arranged, and with no designation except "For Member of Board of Education."

VI. For the protection of the children, and for public good, teaching should not be used as a "stepping stone," but should be placed on a professional basis with as high a standard for admission as that to medicine, dentistry or law.

VII. Teachers and superintendents should be selected only because of their character and professional ability, and after a reasonable probation their tenure of office should be terminated only by resignation, or removal for cause in which they shall have opportunity for defense.

VIII. Teachers should receive a compensation which will adequately meet all their professional and social demands and to provide a competence for sickness and old age.

IX. The successful management of the public schools differentiates itself into two distinct phases, the professional, and the non-professional. The professional duties are those of the teachers and superintendents. The non-professional duties are those of the patrons, parents, and Boards of Education.

X. These two distinct phases of work demand two distinct classes

of organizations, or associations, whose aims should be to bring about the best conditions for the highest efficiency of work in these two phases for the good of the children in the public schools.

XI. The State Teachers' Association, The Sectional Associations, County Teachers' Institutes, and the Teachers' Reading Circles represent the professional associations. The Ohio Teachers' Federation, School Board Associations represent the non-professional associations.

XII. The keystone of success is necessarily the harmony and mutual co-operation, and encouragement of these different educational associations and forces of the State.

ARITHMETIC.

By Ed. M. Mills.

1. I paid \$100 for two horses; sold the cheaper one at 25% gain, and the other at 25% loss, whereby I lost \$3. Find the cost of each horse.

(I) SOLUTION.

Let 100% = cost of the cheaper horse, and

25% = rate of gain on this cost. Then,

\$100 — 100% = cost of the other horse, and

25% = rate of loss on this cost.

25% of (\$100 — 100%) = \$25 — 25%, amount of loss on this horse.

∴ (\$25 — 25%) — 25% = \$25 — 50%, loss by the transaction.

But \$3 = loss by the transaction.

∴ \$25 — 50% = \$3.
50% = \$22, and

$$100\% = 2 \times \$22 = \$44, \\ \text{cost of the} \\ \text{cheaper horse.}$$

$$\$100 - \$44 = \$56, \text{ cost} \\ \text{of the other} \\ \text{horse}$$

(II) SOLUTION.

If 25% or $\frac{1}{4}$ of the cost of the dearer horse exceeded 25% or $\frac{1}{4}$ of the cost of the cheaper horse by \$3, it follows that the entire cost of the dearer horse must have exceeded the entire cost of the cheaper horse by $4 \times \$3$, or \$12.

\therefore Let 100% = cost of cheaper horse, and

100% + \$12 = cost of the dearer horse. Then

100% + (100% + \$12) = 200% + \$12, total cost of both horses.

$$\therefore 200\% + \$12 = \$100.$$

$$200\% = \$88.$$

$$100\% = \frac{1}{2} \text{ of } \$88 = \$44, \\ \text{cost of cheaper} \\ \text{horse, and}$$

$$100\% + \$12 = \$44 + \$12 = \\ \$56, \text{ cost of} \\ \text{dearer horse.}$$

2. A sold a bill of goods at a gain of 10%; if they had cost \$80 less, the rate of gain would have been 17 $\frac{1}{2}$ %. Find the cost.

SOLUTION.

Let 100% = the actual cost of the goods, and

100% = the rate of gain on his cost. Then,

110% = actual selling price of the goods.

$$100\% - \$80 = \text{the supposed} \\ \text{cost of the} \\ \text{goods, and}$$

17 $\frac{1}{2}$ % = the supposed rate of gain on this cost. Then,

17 $\frac{1}{2}$ % of (100% - \$80) = 17 $\frac{1}{2}$ % - \$14 $\frac{1}{2}$, supposed gain.

$$\therefore (100\% - \$80) + (17\frac{1}{2}\% - \$14\frac{1}{2}) \\ = 117\frac{1}{2}\% - \$94\frac{1}{2}, \text{ supposed selling} \\ \text{price.}$$

But by the conditions of the problem, the *supposed* selling price and the *actual* selling price are equal.

$$\therefore 117\frac{1}{2}\% - \$94\frac{1}{2} = 110\%. \text{ Then}$$

$$7\frac{1}{2}\% = \$94\frac{1}{2},$$

$$1\% = \$12, \text{ and}$$

$$100\% = \$1200, \text{ actual} \\ \text{cost as required.}$$

3. The time occupied by a train 352 yards long, going at the rate of 40 miles an hour, in crossing a bridge, is 36 seconds. Find length of bridge.

SOLUTION.

$\frac{1}{36}$ of $\frac{1}{40}$ of 40 miles = $\frac{1}{36}$ mi., rate of the train in miles per second. Then, $\frac{1}{36} \times 1760$ = the rate of the train in yards per second. To cross the bridge the train had to run a distance equal to its own length plus the length of the bridge. In 36 seconds, the train would run $36 \times \frac{1}{36} \times 1760 = 704$ yards.

$$\therefore 704 \text{ yards} - 352 \text{ yards} = 352 \\ \text{yards, the length of the bridge.}$$

4. Hats cost me \$3 per dozen. How shall I mark each hat that I may deduct 25% from the marked price and still make a profit of 20%?

SOLUTION.

$\frac{1}{12}$ of \$3 = 25c, cost of each hat.

20% = rate of profit desired upon this cost.

20% of 25c = 5c, amt. of profit on each hat.

$$25c + 5c = 30c, \text{ the selling price} \\ \text{of each hat.}$$

Let 100% = marked price of a hat.

25% = rate of discount allowed the customer from the marked price.

$\therefore 100\% - 25\% = 75c$, the selling price of a hat.

$\therefore 75\% = 30c$.

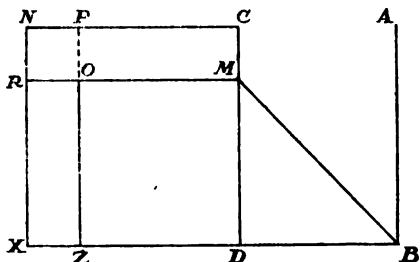
$1\% = \frac{2}{3}c$, and

$100\% = 40c$, the marked price of each hat.

5. Two trees stand upon the same level plane, 60 feet apart and perpendicular to the plane. One of them is broken off close to the ground, by the wind, and in falling it lodges against the other tree, its top striking 20 feet below the top of the other. Find the height of the trees.

SOLUTION.

Let AB and CD represent the trees when standing perpendicular to the plane, and MB be the position of the one broken off by the



wind. Then, $CM = 20$ feet, and $BD = 60$ feet. In this position, the triangle MDB is a right triangle; and, since $CD = MB$, the square $DCNX$ constructed on CD would be equal to a square constructed on the hypotenuse of the triangle.

Construct the square $MDZO$, and extend the lines MO and OZ to P and R respectively, forming the square $NROP$ whose area $= 20^2 = 400$ square feet. Since the square of the altitude of a right triangle taken from the square of its hypotenuse would leave an area equal to the square of the base, it follows that the square $NCDX$ — the square $MDZO = DB^2 = 3600$ sq. ft. In other words, the two equal rectangles $PCMO$ and $OZXR$, and the small square $PORN$ have a combined area equal to 3600 square feet.

$\therefore (3,600 - 400) \div 2 = 1,600$ square feet, area of one of the two equal rectangles as $OZXR$. Since the area of a rectangle divided by one side gives the other, we learn, $1,600 \div 20 = 80$, the length OZ or MD expressed in feet.

Hence, $CM + MD = 20$ feet + 80 feet $= 100$ feet.

$\therefore CD = 100$ feet, the height as required.

6. Divide $\frac{3}{4}$ by $\frac{1}{2}$ and explain as you would to a class.

SOLUTION.

$\frac{1}{2}$ is contained in 1, 5 times.
 $\therefore \frac{3}{4}$ would be contained in 1, $\frac{3}{4}$ of 5 $= \frac{15}{4}$ times; and in $\frac{3}{4}$ of 1, it would be contained $\frac{3}{4}$ of $\frac{1}{2} = \frac{3}{8}$ times. It will be seen, readily, that the quotient of 1 divided by a fraction will be that fraction inverted. Hence if the dividend were 2, the quotient would be $2 \times$ the fraction inverted; if it were 3, the quotient would be $3 \times$ the fraction inverted; and if the dividend were $\frac{3}{4}$, the quotient would be $\frac{3}{4} \times$ the fraction inverted.

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES OF THE OHIO TEACHERS' READING CIRCLE.

The following list of Township Superintendents and County Secretaries of the Reading Circle has been compiled from replies received to the following request which was sent to the clerks of all the County Boards of Examiners in Ohio: The MONTHLY desires to publish a full list of the Township Superintendents in Ohio and will appreciate your co-operation. If you will give names and addresses of those in your county, and then add the name of the County Secretary of the O. T. R. C., your kindness will be fully appreciated.

Township Superintendent.				O. T. R. C. Secretary.	
County.	Name.	Township.	Address.	Name.	Address.
Adams	Herbert Reighley C. E. Wilson Charles McEnnicks Mrs. Scott Foster.	Wayne Scott Jefferson Green	Cherry Fork Seaman Cedar Mills Sandy Springs	Herbert Reighley	Cherry Fork.
Allen	Jacob Anstutz A. E. Hedges W. H. Hoover.	Richland Jackson Auglaize	Beaver Dam. Herring Harrod	C. A. Graham.....	Spencerville,
Ashland				C E. Budd	Loudonville.
Ashabula	S. R. Harbourt. C. W. Holt E. W. Hamblin. W. V. Parks W. H. Crawford.	Andover Colebrook Kingsville Dorset Wayne	Andover Colebrook Kingsville Dorset Lindenville	John Ranson	Kingsville.
Athens	G. W. Christman G. H. Lowden.	Lodi York	Ludson Nelsonville	F. S. Coultrap '	Athens.
Auglaize				Walter Montgomery.....	Wapakoneta.
Belmont	Geo. M. Payne J. M. Phillips.	Richland Warren	St. Clairsville Barnesville	W. R. Butcher.....	St. Clairsville.
Brown	John Penny	Clark	Hamersville	C. F. Hanselman.....	Georgetown.

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES, 1893. — Continued.

Butler	F. W. Huston.	Reiley	Reiley	John Swartz	Seven Mile.
Carroll				J. B. Wagner.	Sherodsville.
Champaign	J. A. Downey. A. B. Buroker. J. J. Richeson. C. C. Neer. M. L. Gaver. C. D. Conover.	Jackson Johnson Mad River. Concord Union Salem	Christiansburg St. Paris Westville Eris Mutual King's Creek	Bertha Howell	Christiansburg.
Clark	Alfred Ross W. O. Jenkins Louis Ross David Neer A. C. Stretcher. A. B. Graham. C. M. Kissell. J. K. Clarke.	Bethel Pike German Harmony Green Springfield Madison Mad River.	New Carlisle New Carlisle Springfield Plattsburg Clifton Springfield So. Charleston Enon	Florence G. Stafford	New Carlisle.
Clermont				B. T. Davis	Owensville.
Clinton	C. B. Rayburn.	Liberty	Port William	S. H. Pierce	Sabina.
Columbiana				Joseph Thorpe	Washingtonville.
Coshocton				W. O. Renner.	Canal Lewisville.
Crawford	W. O. Taylor	Lykens	Lykens	Emma Cook	Bucyrus R. F. D.
Cuyahoga	R. P. Vaughn. N. M. Ponck. Oscar S. Adams. E. F. Abbey. B. F. Stoneman. B. E. Stevens. U. S. Easton. H. H. Fisher. H. C. Knowles. M. R. McElroy.	Brecksville Brooklyn Dover Euclid Independence Orange Solon Strongsville Warrensville Berca.	Brecksville 301 Jennings Av., Clev. Dover Euclid 701 Union St., Clevel'd Warrensville Solon Grafton Warrensville Middleburg.	Bertha Wager	Lakewood.
Darke	B. H. Searcy	Allen	New Weston	O. L. Broderick.	New Madison.
Defiance	D. M. Whetstone. V. S. Hagy. W. W. Heater. F. W. Heater. Enos Porter.	Farmer Washington Highland Delaware Tiffin	Farmer New Ayersville Sherwood Evansport	Enos Porter	Evansport.

Delaware	F. W. Allison I. E. Martin A. J. Parsons	Oxford Concord Liberty	Ashley Bellepoint Powell	V. T. Sheets	Ostrander.
Erie	Geo. Nuhn J. J. Houser C. E. Spore	Vermilion Berlin Margaretta Florence	Vermilion Castalia Florence	J. J. Houser	Castalia.
Fairfield	W. E. Schister W. J. Dum E. S. Ruffner J. A. Cassidy J. C. Webb Wm. Walter	Pleasant Berne Clear Creek Lancaster Amanda Rush Creek	Pleasantville Lancaster Stoutsville Lancaster Amanda Rushville	F. E. Wilson	Lithopolis.
Fayette	R. H. Oman E. A. Kolb J. H. Fatterson S. T. Price H. S. Gruver W. C. Merritt	Hamilton Norwich Plain Clinton Perry Sharon Washington	Ashville Hilliard New Albany Elmwood Worthington Dublin	A. L. Murray A. L. Peters	Washington, C. H. Columbus.
Fulton				W. L. Bruelman	Al.
Gallia				Simoon H. Bing	Bidwell.
Geauga	L. A. Mills L. A. Gates F. A. Goodrich R. M. Gibson W. R. Walker F. N. Lloyd H. M. Norton	Burton Troy Chardon Chester Rainbridge Duburn Parkman	Burton Welshfield Chardon Chesterland Bissells Mantua Sta. Parkman	A. A. Fowler	Burton.
Greene	D. H. Barnes D. J. Crawford R. S. Parsons R. O. Ward A. J. Gibbs	Bath Cedarville Beaver Creek Sugar Creek Jefferson	Osborne Cedarville Bell Brook Bowersville	R. S. Harmount	Spring Valley.
Guernsey				W. O. Moore	Washington.
Hamilton				E. H. Foster	Glendale.

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES — Continued.

Hancock	A. N. Kreig. Mayme Cherry A. J. Specht. C. C. Ewing. D. J. King. H. O. Feilers.	Washington Liberty Eagle Blanchard Allen Van Buren	Arcadia Benton Ridge Findlay R D. McCombs Van Buren Janera	Edith Williams	McComb.
Hardin	J. W. Osborne. A. F. Schaffer.	Roundhead Liberty	Roundhead Ada	E. L. Byrns.	Mt. Victory.
Harrison				J. R. Lowry.	Timecance.
Henry	Relph Wright F. A. Darvin. J. H. Smith. J. H. Rorer. A. F. Tabler. W. M. Schumacher.	Napoleon Liberty Flat Rock Marion Harrison Barlow	Napoleon Liberty Center Hogate Hamler Grand Rapids Deshler	W. W. Mohler.	Colton R F D
Highland				C. C. Wood.	Leesburg.
Hocking				H. T. Silverthorn.	Logan.
Holmes				Lyman H. Kaser.	Walnut Creek.
Huron	W. G. Scroggy. A. C. Burrell. W. H. Mitchell.	Townsend Ridgefield New London	Norwalk Monteville New London	W. I. Todd.	Wakeman.
Jackson				R. E. Tope.	Oak Hill.
Jefferson				D. W. Matlack.	Steubenville.
Knox	Paul Lybarger	College	Gambier	C. M. Grubb.	Howard.
Lake	Wm. Gillespie E. L. Beck.	Willoughby Kirtland Mentor	Wickliffe Kirtland	Philip E. Ward.	Mentor.
	E. J. Gray.	Concord	Painesville		
	Jas. Hutchinson Katharine O'Leary F. E. Morrison. J. R. Adams.	Painesville LeRoy Perry Madison	Painesville Painesville Perry Unionville		
Lawrence				Homer Edwards	Forest Dale.
Licking	C. H. Emswiler. Chas. Lake L. L. Clifton. E. T. Osborn.	Harrison St. Albans Burlington Bowling Green	Kirkersville Alexandria Homer Jacksontown	R. H. Nichols.	Hanover

Logan	C. E. Crandall	Brownhelm	Brownhelm	Grover Kreglow	Lewistown.
Lorain				Lenna Dickinson	Elyria.
Lucas				L. L. Disher	Holland.
Madison	O. E. Duff	Deer Creek	Lafayette	D. B. Leach	Mt. Sterling.
	Frank Gilliland	Monroe	London		
	F. A. Sheets	Stokes	So. Solon		
	David T. Powers	Union	} London		
		Paint			
Mahoning	H. P. McCoy	Cotuitville	Youngstown	G. W. Alloway	Youngstown.
	I. P. McCorkle	Youngstown	Youngstown		
	J. G. Foulk	North Jackson	North Jackson		
	J. G. Baker	Poland	Lowellville		
	W. B. Randolph	Roarman	Youngstown		
	C. O. Allaman	Cantfield	Cantfield		
	C. O. Dehoff	Beaver	North Lima		
	L. U. Hullin	Green	Greenford		
Marion	F. A. Kennedy	Claridon	Adelaide	C. C. Smith	Ruth.
Medina	L. H. Brown	Brunswick	Brunswick	J. S. Speelman	Medina R. F. D.
	L. H. Brown	Liverpool	Liverpool		
	Wm. P. Miller	Spencer	Spencer		
	A. J. Miller	Sharon	Sharon Center		
	Jacob Leatherman	Wadsworth	Wadsworth		
	Jacob Steelman	Granger	Granger		
	M. O. Morton	Hinkley	Hinkley		
	E. R. Howe	Chatham	Chatham		
Meigs				T. C. Flanagin	Pomeroy.
Mercer	C. E. Thomas	Union	Mendon	Jas. Ross	Ft. Recovery.
	Wm. Bair	Center	Neptune		
Miami	R. F. Bennett	Newberry	Covington	F. G. Main	Casstown.
	R. F. Bennett	Newton	Covington		
	M. C. Pierce	Union	West Milton		
	R. F. Bennett	Washington	Covington		
	S. E. Pearson	Monroe	Tippecanoe City		
	C. W. Bennett	Spring Creek	Piqua		
	W. W. Cusick	Staunton	Piqua		
	S. E. Pearson	Elizabeth	Tippecanoe City		
	Ralph Crist	Bethel	New Carlisle		
Monroe				W. G. Wolff	Woodsfield.
Montgomery				W. H. Leiter	Englewood.

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES — Continued.

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Morrow	C. G. Leiter	Mt. Gilead.
Muskingum	D. J. Schaefer.	Dresden.
Noble	Geo. W. Brown	Caldwell.
Ottawa	.....	.....	.....	.....	.....	W. P. Stevens	.....	Clay Center.
Paulding	.....	.....	.....	.....	.....	Carrie Hertel	.....	Antwerp.
Perry	A. G. Deavers	.....	Hopewell	.....	.....	Geo. W. DeLong.	.....	Corning.
	L. E. Butt.	.....	Pleasant	.....	Glenford	.....	.....	Ashville.
Pickaway	.....	.....	.....	.....	Moxahala	.....	.....	.....
	Samuel Sark	.....	Darby	.....	Derby	.....	A. L. Stump.	.....
	John Adkins	.....	Muhlenburg	.....	Darbyville	.....	.....	.....
	J. M. Davis	.....	Deer Creek	.....	Williamsport	.....	.....	.....
	E. L. Daley	.....	Perry	.....	Atlanta	.....	.....	.....
	W. Macklin	.....	Harrison	.....	Ashville	.....	.....	.....
	E. E. Ray	.....	Scioto	.....	Commercial Point	.....	.....	.....
	Roy Morgan	.....	Madison	.....	Duwall	.....	.....	.....
	Roy Warner	.....	Monroe	.....	Five Points	.....	.....	.....
Pike	.....	.....	.....	.....	.....	Lizzie Sailor	.....	Beaver.
Portage	.....	.....	Streetsboro	.....	Streetsboro	.....	H. A. Lind.	Kent.
	C. B. Hemstead.	.....	Aurora	.....	Aurora	.....	.....	.....
	W. R. Davis.	.....	Freedom	.....	Freedom	.....	.....	.....
	P. B. Thompson.	.....	Shalersville	.....	Mantua Station	.....	.....	.....
	Bertha Scanlon.	.....	Brimfield	.....	Brimfield	.....	.....	.....
	F. E. Schmiedel.	.....	Hiram	.....	Hiram	.....	.....	.....
	Ray Colton	Nelson	Nelson
	Arthur Brogan	Suffield	Suffield
	A. M. Douthitt.	Mantua	Mantua Center
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	R. J. Alber.
Preble	Jackson	Campbellstown	C. S. Bunger.	Lewisburg.
	C. R. Coblenz.	Harrison	Lewisburg
	C. S. Eunger.	.....	Israel	.....	Fair Haven	.....	.....	.....
	Walter Fogarty	.....	Lanier	.....	Ingomar	.....	.....	.....
	Aldine Propst	.....	.....	.....	.....	.....	.....	.....
Putnam	.....	.....	Riley	.....	Pandora	.....	Margaret Ford	Ottawa.
	P. D. Amstutz.	.....	Blanchard	.....	Ottawa	.....	.....	.....
	W. S. Walker.	Sugar Creek	Vaughnsville
	J. M. Funk.	Union	Kalida
	C. A. Kaple.
Richland	W. C. Kramer.	Lucas.

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Van Wert		Liberty	Raymond		
Vinton		Taylor	Broadway		
Warren		Leesburg	Pharisburg		
Washington		Millcreek	Marysville R. F. D.		
		Dover	New Dover		
		Darby	Unionville Center		
		Jerome	Plain City R. F. D.		
Van Wert				Jas. A. Catchpole.	Willshire.
Vinton				Chas. H. Dumaree.	Athens.
Warren				A. B. Slagle.	Lebanon.
Washington				A. M. Farlow.	New Matamoras.
Wayne					
Williams				H. E. Eting.	Orrville.
				H. E. Olmstead.	Stryker.
Wood					
				Ray Eaton	Bowling Green.
Wyandot					
				A. E. Constain.	Carey.

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PAPER.

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.....Milwaukee, Wis.
American Primary Teacher.....Boston, Mass.
American School Board Journal.....
.....Milwaukee, Wis.
Canadian Teacher.....Toronto, Can.
Colorado School Journal.....Denver, Col.
Educator-Journal.....Indianapolis, Ind.
Florida School Exponent.....Jacksonville, Fla.

Journal of Education.....Boston, Mass.
Louisiana School Review.....Rustin, Pa.
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Mississippi School Journal.....Jackson, Miss.
Nebraska Teacher.....Lincoln, Neb.
Ohio Educational Monthly.....Columbus, Ohio.
Pennsylvania School Journal.....Lancaster, Pa.
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School Journal.....New York, N. Y.
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Western Teacher.....Milwaukee, Wis.
Wisconsin Journal of Education.....
.....Madison, Wis.

THE next State Examination will be held in Columbus, December 27-29, 1904. Address all communications to the clerk of the Board, Dr. C. C. Miller, Lima, Ohio.

TEACHERS of reading who are casting about for some correct standard by which they may gauge the success of their work should read the 8th verse of the 8th chapter of Nehemiah.

WE are all familiar with the expression "busy work." In striking contrast with this is another quite as full of meaning—"busy idleness." It is easy to be busy and still not get on. Some people, like some horses, can "trot all day under a tree." They are busy, so

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Wood	W. E. Beeman. C. M. Lehr. E. B. Walling.	Webster Perrysburg Milton	Scotch Ridge Lime City Custar	Ray Eaton	Bowling Green.
Wyandot	Denver T. Hart.	Crawford	Carey	A. E. Constain.	Carey.

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.....	Milwaukee, Wis.
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American School Board Journal.....
.....	Milwaukee, Wis.
Canadian Teacher.....	Toronto, Can.
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Educator-Journal.....	Indianapolis, Ind.
Florida School Exponent.....	Jacksonville, Fla.

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.....	Madison, Wis.

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TEACHERS of reading who are casting about for some correct standard by which they may gauge the success of their work should read the 8th verse of the 8th chapter of Nehemiah.

WE are all familiar with the expression "busy work." In striking contrast with this is another quite as full of meaning—"busy idleness." It is easy to be busy and still not get on. Some people, like some horses, can "trot all day under a tree." They are busy, so

busy, so *very* busy, but they are "laborious in doing nothing."

Good order is very necessary and desirable in the school but not the sort of order that stifles the activity of the mind and the naturalness of childhood. Infinity can not be measured with a two-foot rule.

THE man or the woman, whether teacher or not, who has come to regard his own word as a finality and his statements as oracular, is not to be envied. He has evidently ceased growing, has gone to seed. He will soon become a reminiscencer and then one more step and he becomes a reminiscence. Dotage is not a question of years; rather it is a question of growth.

DESPITE the fact that so much emphasis has been put upon the importance of good reading it is true that many pupils enter the high school who can not read well, or, even, passably so. Their reading is sluggish, monotonous, and insipid. There is no sprightliness, no coloring, no flavor. The query arises, do pupils ever fail in reading as they do in arithmetic, geography, or grammar? We pause for a reply.

THE finest friendships are those that need no words. Carlyle and Tennyson sat together a whole evening looking into the fire and

when the latter rose to go the former said: "Good night, Alfred; we've had a good time." Conversation without words is a high spiritual experience and can be known to those only whose spirits blend. The school whose teacher distils her influence throughout the room, without words, is highly favored. In such a school springtime is perennial.

"LITERATURE and libraries" has a "fetching" sort of sound and is a fascinating alliteration but, with the mind dwelling upon both literature and libraries, here is a quotation from Dr. Van Dyke that is quite in place: "I do not hold with the modern epigram that 'the true university is a library.' Through the vast wilderness of books flows the slender stream of literature, and often there is need of guidance to find and follow it. Only a genius or an angel can safely be turned loose in a library to wander at will."

WHEN we are asked again at an examination, as we probably shall be, to define literature let some one bold enough to make the experiment put down for the examiner's perusal the following quotation from Dr. Henry Van Dyke just to see what grade the examiner will give: "I want books not to pass the time, but to fill it with beautiful thoughts and images, to enlarge my world, to give me new friends in the spirit, to purify my

ideals and make them clear, to show me the local color of unknown regions and the bright stars of immortal truth."

HERE is a quotation from Sir Henry Taylor who inveighs against the neglect of reading in the schools of England which can be read with profit by some, if not all of the teachers in the schools of America: "I often think how strange it is that amongst all the efforts which are made in these times to teach young people everything that is to be known, from the cedar of Lebanon to the hyssop on the wall, the one thing omitted is teaching them to read. At present, to be sure, it is a very rare thing to find any one who *can* teach it; but it is an art which might be propagated from the few to the many with great rapidity, if a due appreciation of it were to become current."

THE first day of October, 1904, will forever hereafter be a red letter day in the annals of Ohio, and whoever writes of that day must dip his pen in sunlight. No great battle was fought on that day; no Atlantic cable was laid; no Declaration of Independence was signed; no America was discovered; no Marconi system was invented. But that day is to be noted in letters of gold because of an event that will cause all these to shrink back into the shadows of oblivion. On that day sublimity reached its zenith and

all nature, streams, birds, zephyrs, creeping things, yea even man himself stopped to listen. On that day, that glad day, there was an examination in music and the examiner sang.

IT is not at all easy to establish the line of demarcation between professional and non-professional teaching but it is quite fair to reason by analogy. Passing over into the professions of law and medicine we discover that several things are proscribed. In these professions a practitioner of professional standing is supposed to attend conventions, read professional journals, and treat other members of the profession with due courtesy. On the negative side he is supposed not to advertise, not to solicit business, not to speak disparagingly of the work of another member, and not to accept business to which another member has priority of claim. These are some of the fundamentals in these other professions and may afford a working basis for professional standards in ours.

THE list of Township Superintendents which we publish in this issue furnishes a basis for study and comparison, and we are glad to be able to give the list to our readers. It must be evident to any thoughtful person that supervision of some sort will be the rule in our state, seeing that supervision means more systematic work all along the

line. True, it is in its infancy so far as rural schools are concerned, but this long list of Township Superintendents is convincing evidence that in many parts of Ohio the people are alive to the importance of supervision. The publishing of the list was made possible by the kindness of the Clerks of Boards of Examiners through whom a large part of the information was obtained. We thank them all for the courtesy and assure them that we fully appreciate the favor.

ONE of the most successful teachers we have ever seen vitally connects the work of each day with what precedes and what follows, and does it as systematically as a mason builds a wall. There are no air spaces in his work nor are they needed for he casts a spell over the entire work that fascinates every pupil in the class and holds each one up to his best throughout the entire recitation. Every pupil's mind is tense throughout the recitation and yet there is every evidence of pleasure and even exhilaration. They need no spurious and extraneous entertainment, for they are so thoroughly entertained by their work that the injection of anything foreign would seem to them superfluous if not impertinent. In a forty-minute recitation each pupil in the class works just forty minutes and enjoys every minute of the forty. If there is an ideal teacher this is one.

A CONVERSATION was overheard some time since in which the statement was made that teachers, as a rule, do not read the best literature obtainable and the comparatively few readers of the *Atlantic Monthly* was cited in proof of the statement. A teacher present took issue with this statement but was forced to capitulate before a formidable array of facts and figures. There can be no doubt that this magazine has long been the standard of excellence and it was a matter of great surprise to learn that such a small percentage of teachers read it regularly. One would naturally think the best would be the most popular with teachers and hence the surprise at finding that even many teachers in high schools not only do not read it but have no adequate knowledge of what it is and how it ranks.

EDUCATION and the acquisition of knowledge are not necessarily identical. Indeed, it were a rather difficult task to prove that a sign of equality between them is at all possible. Whatever education is, it is certainly not mere information. In fact, it would seem, at times, that our schools are so busy with information that, as some one has expressed it, "there is no time left for education." True, we may use the information in the process. Similarly we use brick in the construction of a house, but that does not prove that a brick or any num-

ber of them is identical with a house. This wide difference between education and knowledge can not be emphasized too strongly, especially to young teachers who are trying to get their bearings in the profession. Education is far more important, but the schools and colleges often seem to lay the greater stress upon knowledge.

No sooner has the high school teacher resumed work after his vacation than he is confronted with his *bete noire* "college requirements," and his spirits sink within him. The teacher who is worthy the name is so much more concerned about the boy before him than about some college far away in some myn-land that he begrudges the time he must take from the boy to give to this college. The chances are that if some of the people who arbitrarily send forth their fiat in the form of college requirements were to try teaching in a high school they would make a dismal failure. Still they are given the power of life and death. The high school teacher often feels quite willing to subscribe to what President David Starr Jordan says: "Where the requirements of the college are founded on tradition, the easiest way to break with tradition is to ignore it."

SOME one has said that people often do wrong not so much because they are perverse as because

they are weak. It may be added that weakness is also accounted goodness sometimes. The boy who is passive is often held up as a model, whereas if he were the teacher's own child he would be taken to a physician for examination. Activity is the law of life and hence the active boy, the boy with propensities, is the more promising. The teacher who would reduce the entire school to the standard of the most passive child in the room, either can not see very far into the future or else is consulting her own ease and comfort. If the boy is a hearty, rollicking, active fellow, great glory will be the part of that teacher who has the skill to direct all his activity into proper channels.

If this pen were not so blunt and the ink some more gentle color or if the school had only taught us the grace of saying things without seeming to say them, why, in that case, we might be able to throw off into infinite space the most elusive sort of the shadow of a hint that high school teachers are in danger of trenching upon the domain of the colleges in the nomenclature of the various classes. The little boy who comes timidly into the high school on his first day wearing the knee-trousers that Mamma has so carefully and lovingly brushed and adjusted, this little fellow ought to be taken by the hand by some kindly teacher and introduced into the mysteries of the high school laby-

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES — Continued.

Hancock	A. N. Kreig. Mayme Cherry A. J. Speck C. J. Ewing D. J. King H. O. Feilers	Washington Liberty Blanche Blanchard Allen Van Buren	Arcadia Hendon Ridge Friday R. D. McCombs Van Buren Janera	Edith Williams	McComb.
Hardin	J. W. Osborne. A. F. Schaffer	Roundhead Liberty	Roundhead Ada	E. L. Byrns.	Mt. Victory.
Harrison				J. R. Lowry.	Tinncanoe.
Henry	Ralph Wright F. A. Darwin. F. H. Smith. T. H. Rower. A. F. Tabler. W. M. Schumacher	Napoleon Liberty Flat Rock Marion Harrison Bartlow	Napoleon Liberty Center Holgate Hamler Grand Rapids Deshler	W. W. Mohler.	Colton R F D
Highland				C. C. Wood.	Leesburg.
Hocking				H. T. Silverthorn.	Logan.
Holmes				Lyman H. Kaser.	Walnut Creek.
Huron	W. G. Scroggy. A. C. Burrell. W. H. Mitchell.	Townsend Ridgefield New London.	Norwalk Monroeville New London	W. I. Todd.	Wakeman.
Jackson				R. E. Tope.	Oak Hill.
Jefferson				D. W. Matlack.	Steuensville.
Knox	Paul Lybarger	College	Gambier	C. M. Grubb.	Howard.
Lake	Wm. Gillespie E. L. Beck.	Willoughby Kirtland Mentor	Wickliffe Kirtland Painesville	Philip E. Ward.	Mentor.
	E. J. Gray	Concord	Painesville		
	Jas. Hutchinson Katharine O'Leary F. E. Morrison J. R. Adams.	Painesville LeRoy Perry Madison	Painesville Painesville Perry Unionville		
Lawrence				Homer Edwards	Forest Dale.
Licking	C. H. Emswiler. Chas. Lake J. L. Clifton E. T. Osborn.	Harrison St. Albans Burlington Bowling Green.	Kirkersville Alexandria Homer Jacksontown	R. H. Nichols.	Hanover

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Harrison				J. R. Lowry	Tinencanoe.
Henry	Ralph Wright F. A. Darvin J. H. Smith T. H. Rower A. F. Tabler W. M. Schumacher	Napoleon Liberty Flat Rock Marion Harrison Bartlow	Napoleon Liberty Center Holgate Hamler Grand Rapids Deshler	W. W. Mohler	Colton R F D
Highland				C. C. Wood	Leesburg.
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Huron	W. G. Scroggy A. C. Burrell W. H. Mitchell	Townsend Ridgefield New London	Norwalk Monroeville New London	W. I. Todd	Wakeman.
Jackson				R. E. Tope	Oak Hill.
Jefferson				D. W. Matlack	Steubenville.
Knox	Paul Lybarger	College	Gambier	C. M. Grubb	Howard.
Lake	Wm. Gillespie E. L. Beck E. J. Gray	Willoughby Kirtland Mentor Concord	Wickliffe Kirtland Painesville	Philip E. Ward	Mentor.
	Isa. Hutchinson Katharine O'Leary F. E. Morrison J. K. Adams	Painesville LeRoy Perry Madison	Painesville Painesville Perry Unionville		
Lawrence				Homer Edwards	Forest Dale.
Licking	C. H. Emswiler Chas. Lake L. L. Clifton E. T. Osborn	Harrison St. Albans Burlington Bowling Green	Kirkersville Alexandria Homer Jacksontown	R. H. Nichols	Hanover

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES — Continued.

Morgan	.....	.....	.....	.....	H. A. Strong.....	McConnellsville.
Morrow	.....	.....	.....	.....	C. G. Leiter	Mt. Gilead.
Muskingum	.....	.....	.....	.....	D. J. Schaefer.....	Dresden.
Noble	.....	.....	.....	.....	Geo. W. Brown	Caldwell.
Ottawa	.....	.....	.....	.....	W. P. Stevens	Clay Center.
Paulding	.....	.....	.....	.....	Carrie Hertel	Antwerp.
Perry	.....	.....	.....	.....	Geo. W. DeLong.....	Corning.
Pickaway	.....	.....	.....	.....	A. L. Stump.....	Ashville.
Pike	.....	.....	.....	.....	Lizzie Sailor	Beaver.
Portage	.....	.....	.....	.....	H. A. Lind.....	Kent.
Preble	.....	.....	.....	.....	C. S. Bunger.....	Lewisburg.
Putnam	.....	.....	.....	.....	Margaret Ford	Ottawa.
Richland	.....	.....	.....	.....	W. C. Kramer.....	Lucas.

Ross	M. C. Warren. R. B. Ewing. W. T. Morgan.	Jefferson Dearfield Twin	Richmondale Clarkburg Bourneville	F. W. Yaple.	Chillicothe.
Sanduaky	H. B. Diriam. W. N. Richardson.	Woodsville	Clyde Woodville	W. N. Richardson.	Woodville.
Scioto	Edgar Appel Thos. Sikes	Valley Porter	Lucasville Sciotoville	Conrad Roth	Rushtown..
Seneca	O. J. Cory. L. U. Montgomery W. H. Moyer.	Eden Pleasant Thompson	Tiffin Old Fort Flat Rock	U. L. Light.	Green Spring.
Shelby				F. J. Urich	Loramies.
Stark	W. H. McClintock. I. L. Delap. H. C. Janson. H. E. Morris. D. M. Douthitt. A. F. Shriner.	Bethlehem Canton Lake Lexington Marlboro Nimshillen	Beach City Canton Hartville Alliance Marlboro Louisville	Ed. A. Zininger.	Canton.
Summit	L. F. Garver. W. B. Shicot. John Woodling. Chas. Wirth. A. W. Breyley. Frank Loyte. C. L. Burrell.	Norton Richfield Springfield Portage Bath Copley Northfield	Barberton Richfield East Akron Sheporeddy Bath Copley Northfield	H. E. Carmany	Barberton.
Trumbull	R. D. Lefingswell. C. E. Benedict. R. E. Chapel. R. C. Gray. F. T. Steward. H. A. Diehl. F. L. Johnson. S. G. Carson. J. W. Smith. A. J. Caulfield. Grant C. Hansel. A. B. Clark.	Hartford Greene. Kincaid Kincaid Farmington Farmington Vernon Lordstown Liberty Hubbard Mecca	Hartford Huckleberry, R. F. D. Gustavia Kincaid Farmington Farmdale, R. F. D. Kinsman, R. F. D. Warren, R. F. D. Youngstown, R. F. D. Hubbard Cortland, R. F. D. Cortland, R. F. D.	F. L. Johnson	Kinsman.
Tuscarawas	Alvin Hostetler A. C. Baker Fred Espenschied Lloyd Murphy T. J. Baker. C. W. Hamilton. J. A. Smith.	Dover Franklin Jefferson Oxford Sugarcreek Warwick Wayne	Canal Dover Strasburgh Stonescreek Newcomertown Sugarcreek Tuscarawas Dundee	S. E. Forney	Canal Dover.

LIST OF TOWNSHIP SUPERINTENDENTS AND COUNTY SECRETARIES, ETC. — Concluded.

Union	O. J. Dodge. C. M. Boord. K. O. Robbin. E. J. Hartshorn. Odell Liggett. E. E. Newhouse. J. A. Yealey. C. E. Weatherby.	Union Liberty Taylor Leesburg Millcreek Dover Darby Jerome	Millford Center Raymond Broadway Pharisburg Marysville R. F. D. New Dover Unionville Center Plain City R. F. D.	L. A. Webb.	Claibourne.
Van Wert				Jas. A. Catchpole.	Willshire.
Vinton				Chas. H. Dumaree.	Athens.
Warren	C. A. Brown. Clyde Wilkerson.	Wayne Springboro	Waynesboro Clear Creek	A. B. Slagle.	Lebanon.
Washington	Amos Shinn L. E. Booher. E. E. Jordan.	Wesley Waterford Marietta	Bartlett Waterford Reno	A. M. Farlow.	New Matamoras.
Wayne				H. E. Etling	Orrville.
Williams	Wm. Walker O. E. Ewan. Walter Joice.	Center Florence St. Joseph.	Bryan Edon Stryker	H. E. Olmstead.	Stryker.
Wood	W. E. Beeman. C. M. Lehr. E. B. Walling.	Webster Perrysburg Milton	Scotch Ridge Lime City Custar	Ray Eaton	Bowling Green.
Wyandot	Denver T. Hart.	Crawford	Carey	A. E. Constein.	Carey.

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American Journal of Education.....
.....	Milwaukee, Wis.
American Primary Teacher.....	Boston, Mass.
American School Board Journal.....
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—The Hillsboro schools have in full operation a Pupils' Savings Bank, and the savings of the pupils during last month were \$167. Supt. Warren has already achieved large success as superintendent, and he is only just beginning.

—Supt. J. W. Zeller, of Findlay, will be the principal speaker at the first quarterly session of the Hardin County Association, November 12.

—The organization of the Ohio State Board of School Examiners is as follows: President, Arthur Powell, Middletown; Clerk, C. C. Miller, Lima; Treasurer, W. H. Meck, Dayton; W. H. Mitchell, New London; H. B. Williams, Sandusky.

—The Tri-State Association held the third annual meeting at Ashland, Ky., Oct. 14th and 15th. Supt. J. G. Crabbe had everything arranged for the visitors in excellent style as usual. Visiting schools, visiting the iron industries, attending receptions, and mingling in good-fellowship took up the time between sessions. Addresses were made by Supt. S. H. Layton, the President, by Supt. S. P. Humphrey, Dean H. G. Williams, Prof. Geo. E. Vincent, Chicago, Prin. T. H. Winters, Supt. J. G. Crabbe, and Prin. M. A. Henson. A high school chorus under the leadership of Supt. Crabbe furnished excellent music. The next meeting will be held at Gallipolis and Prin. M. A.

Henson will be at the helm as a member of the executive committee.

—The Northeastern Ohio Teachers' Association met in the Akron High School Auditorium, October 22. The meeting was a large one and in every way one of the most successful in the history of the Association. Superintendent Hotchkiss proved an admirable host. Prof. E. A. Miller, of Oberlin, brought out in his address, "Fads in Education," the reasons justifying the all round education. Common sense will eliminate fad features retaining the best for the schools in all subjects and methods. Supt. J. A. Leonard, of the Mansfield Reformatory, took for his subject, "Why these Broken Vessels?" His address was exceedingly interesting and helpful. He made an earnest plea that teachers emphasize the individual responsibility to society. Mr. Edwin T. Miller, of the Rayen High School, Youngstown, presented a helpful paper on "An Experiment in Self-Government." Dr. Scovill, of Wooster University, took Pres. Holden's place, delivering an address on "The Sacredness of Education." He showed how from every standpoint the teacher's work is of the greatest importance to society.

—Miss Nellie Suiter, of Coal Grove, was elected Secretary and Treasurer at the Tri-State meeting

which was recently held at Ashland, Ky. The states represented at this meeting were Kentucky, West Virginia, and Ohio.

— Flushing is just finishing a fine school building. The high school building of Bellaire is being hurried to completion, and Martin's Ferry is about ready to dedicate her beautiful high school building. Belmont county is standing out in the fore-ground.

— Supt. H. A. Cassidy, of Lancaster, is doing a good work for the schools and more and more is his strength becoming apparent. Few people know that he has traveled extensively in Egypt, India, China and Europe though many know of his scholarly attainments.

— The Board of Examiners of Harrison county is composed of W. L. Parry, Bowerstown; E. L. Garner, Freeport, and A. J. Dennis, Hopedale. They have issued a circular concerning examinations that will be very helpful to teachers and that very strongly emphasizes their good judgment.

— E. L. Byrns, formerly superintendent at Ridgeway, is teaching in the high school at Mt. Victory, having succeeded D. W. Crouse, who now teaches physics and chemistry at Greensburg, Ind.

— Hon. E. A. Jones has been made Vice-President of the United States Historical Society whose object is to collect and preserve valu-

able historical matter, especially such as relates to the army.

— Prin. F. P. Wheeler, of Marietta is one of the wide-awake, energetic members of the Executive Committee who is ever alert to discover ways of benefiting the teachers of his county.

— Supt. A. L. Ellis, of Kingston, is one of the solid substantial men of this state who stand for something. Those who have known him longest say the best things of him and these best things are very, very good.

— The new teachers in Bellefontaine this year are the Misses Edith D. Doty, Harriet E. Hone, Lucile Howard, Mabelle Craver, and Prima McMillen. The whole number of teachers is 42.

— Superintendent Cyrus Locher, of Woodsfield, was born and reared in Putnam county and, in his present field, is nobly emphasizing the tradition that his native county is most fertile in the production of good teachers.

— The Northeastern Ohio Superintendents' Round Table met Friday evening September 21, in Superintendent Hotchkiss' office at Akron. Superintendent J. M. H. Frederick, of Lakewood, was the leader. The topic "Conditions Favorable to Self-Help of the Pupils" was earnestly discussed by Superintendents Chaney, Hotchkiss, Frederick, Kirk, Cully, and Mau-

rer. Another topic that created interest was "How much Freedom shall be Granted the Individual Teacher?" Dr. Chaney, Supt. Clark, and Miss Dutton contended for the largest possible freedom. Other topics taken up were, "Proper Incentives to Effort," "The Province of Special Studies," and "When May Pupils Visit the Schools." Supt. Chaney of Youngstown was elected leader for the February meeting which will be held at Cleveland. This superintendents' Round Table movement in Northeastern Ohio was the outgrowth of the School Code discussion of last winter. The meetings held at that time proved so helpful that it was decided to continue them in connection with the meetings of the Northwestern Ohio Teachers' Association.

— J. A. Harlor, after teaching only six days, was stricken with typhoid fever and for six weeks was off duty. However, he is now able to resume work and his many friends will all rejoice at his restoration to health.

— We often wonder whether the members of the Reading Circle fully appreciate the fineness and keenness of the work done by Dr. J. J. Burns, in his questions on books. His choice of words, and his turn of phrases reveal the artist.

— Prin. Seth Hayes of the Lancaster high school is complete master of the situation and is making

his wholesome influence felt every day. He is especially well equipped in science and has the happy faculty of stimulating pupils to do their best.

— Supt. J. E. Gordon of Mt. Victory, has been appointed a member of the Board of Examiners of Hardin county, and the appointment is most agreeable to the teachers.

— The Central Ohio Schoolmasters' Club held the best meeting in its history Oct. 21 at Hartman Hotel, Columbus. It proved a joyous reunion in every way. Supt. J. K. Baxter had the paper of the evening on "Eliminations in the Modern Course of Study" and treated the subject in a conservative rational manner. This was ably discussed by Supt. J. A. Shawan and Prof. D. R. Major. The general discussion was participated in by Hon. E. A. Jones, Hon. L. D. Bonebrake, Prof. Wm. McPherson, Prof. Geo. W. Knight, Supt. L. B. Demorest, Supt. J. D. Simkins, Supt. John Weaver, Supt. E. L. Mendenhall, Dr. W. O. Thompson, Supt. H. A. Cassidy, and Supt. E. B. Cox.

Prof. W. H. Siebert, Supt. J. D. Simkins, and Prin. W. M. Townsend were unanimously elected to membership. The members present were E. A. Jones, J. W. Mackinnon, E. P. Childs, J. D. Simkins, J. H. Snyder, J. K. Baxter, W. W. Boyd, D. R. Major, L.

B. Demorest, L. D. Bonebrake, J. P. West, C. D. Everett, H. A. Cassidy, C. L. Boyer, C. S. Barrett, J. A. Shawan, H. L. Frank, H. A. Stokes, J. S. Weaver, Wm. McClain, W. O. Thompson, Wm. F. Pierce, Geo. B. Halstead, E. L. Mendenhall, Wm. McPherson, E. B. Cox, Geo. W. Knight, J. V. Denney, C. L. Martzloff, F. B. Pearson.

—Prof. J. G. Park, Supt. E. M. VanCleve, and Prof. N. L. Glover, were the instructors in the Hardin county institute and gave complete satisfaction.

—All goes well at Wadsworth under the able management of Supt. W. U. Young. The large increase of pupils in the high school made it necessary to fit up the auditorium of the Normal building. The outlook for the year is most promising.

—Supt. S. P. Humphrey of Ironton spent the summer at Harvard, doing special work in history and proved to all associated with him that he is a real student.

—Supt. G. W. Finch of Sebring sends in a list of subscribers to the *MONTHLY* which includes all the teachers in his corps. Here, good people, is an illustrious example worthy of emulation and imitation.

—S. M. Miller succeeds A. J. Fry in the high school at Wadsworth and takes his work with professional zeal.

—Supt. C. S. Fay of Wyoming has been re-appointed county examiner in Hamilton County, and his continuance in office is highly satisfactory to the teachers.

—Supt. E. C. Akerman of Bluffton, acting upon a request of the Board of Education has just issued a manual containing full information concerning the schools. The work is well done every way.

—We learn that the Historical Publication Company is expecting next spring or summer to furnish the educational public with a work of great interest. The first part of the book is to be a general educational history of Ohio, devoted mainly to the common schools. The second part, from what we learn, will have to do with higher institutions and city school systems, with abundant biography and pictorial illustration. Dr. J. J. Burns has been employed by the company to write and edit Part I.

—The fall meeting of the Southwestern Ohio Teachers' Association was held at Hamilton, O., Oct. 22, 1904. The following excellent program was given: Inaugural—"Geographic Influences in Ohio," Supt. J. M. Hamilton, Lebanon; "Schools Abroad (In Mediterranean Countries)," Miss Ella Rothe, Third Intermediate School, Cincinnati; "The Teacher," Supt. James T. Tuttle, Washington, C. H.; "Trade Secrets," Supt. Edwin B. Cox, Xenia; "The Relation of the Public School to Social Problems," Professor Hicks, University of Cincinnati.

— On October 28 and 29 the Southeastern Ohio Teachers' Association met at Lancaster. There was a large attendance and the meeting was in every way a successful one. The central figure on the program was Dr. G. Stanley Hall of Clark University, Worcester, Mass., who delivered two addresses. The address Friday evening was upon "Present Pressing Problems in Education," while Saturday morning Dr. Hall's subject was "Psychology and Its Relation to Education." Both addresses were full of suggestion and help and were closely listened to. The plea for a more rational treatment of child nature met with a hearty approval.

The "Inaugural Address" was delivered by Professor Trendly of Athens, who was followed by Supt. E. B. Cox of Xenia. Dr. C. W. Super of Ohio University delivered an address entitled "Educational Reminiscences," which was well received.

On Saturday afternoon the association was entertained by being taken to the Boys' Industrial School, where the grounds and buildings were inspected. A most interesting part of the visit was the dress parade in honor of the visitors.

— The new high school building was dedicated at Glenville, Oct. 14th, with elaborate ceremonies, in which many prominent school men took part. Among these were Hon. E. A. Jones, Hon. Starr Cadwallader of Cleveland, Supt. E. F. Moulton and Asst. Supt. H. C. Muckley of Cleveland, Dr. Chas. F. Thwing, Supt. J. M. H. Frederick of Lakewood, and Supt. H.

H. Cully. The principal address of the evening was made by Commissioner Jones. Supt. Cully and his teachers very properly take great pride in this beautiful new building, which is one of the finest to be found anywhere.

— Prin. H. B. Work has been elected to the superintendency of schools of Wheeling, W. Va., and C. S. Brilles was elected principal of the high school. Both these gentlemen are graduates of Wooster and both strong men. We hope and believe that their election is a prophecy of great success in the educational affairs of Wheeling.

— The Central Ohio Association will hold the annual meeting at Dayton, Nov. 11 and 12. Friday will be devoted to visiting schools. Friday evening the speakers will be Dean H. C. Minnich, who will give his inaugural address, and President E. H. Hughes of De Pauw on "Abraham Lincoln and Higher Education." On Saturday morning Supt. J. A. Shawan will speak on "Elimination by Topics rather than Branches the Remedy for Crowded Courses of Study," and President Charles W. Dabney of Cincinnati University.

— W. S. Jennings, the new principal of the high school at Clintonville, graduated from Ohio State University in June. His work starts off auspiciously. The new building will soon be completed and all are looking forward eagerly to this event. Miss Olelia Drake, the assistant in high school work, is one of Ohio's excellent teachers and is proficient in all educational matters.

— Prof. Nathan L. Glover, Mrs. E. P. Otis, and Mrs. Gertrude Seiberling furnished a musical pro-

gram of rare excellence at the meeting of the Northeastern Association at Akron.

— Mrs. Malana Harries died at her home in Akron about the middle of October, after teaching in the kindergarten department of the Akron schools for 34 years. The mothers and children are raising a fund for a monument to her memory, as she was held in high esteem by the entire community.

EXAMINATION QUESTIONS.

ENGLISH GRAMMAR.

"Of man's first disobedience and the fruit
Of that forbidden tree whose mortal taste
Brought death into the world and all our woe,
Sing, heavenly Muse, that on the secret top
Of Oreb, or of Sinai, didst inspire
That shepherd who first taught the chosen seed."

1. Analyze the above selection. 2. Make a complete list of the pronouns found in the selection, giving the class and construction of each. 3. Make a complete classification of pronouns. Illustrate in sentences the use of each class, omitting personal pronouns. 4. State the construction of all the prepositions in the selection. 5. Use the infinitive in five sentences, each illustrating a different construction. 6. What is a gerund? A participle? Illustrate in sentences. 7. Parse words in italics: "The Lord is long *suffering* to us-ward, not *willing* that any should perish." "The long *suffering* of God waited in the days of Noah, while the ark was *preparing*." 8. Write two sentences, using correctly in the first the correlatives *not only — but also*; in the second, the correlatives *either — or*.

GEOGRAPHY.

1. Name and locate four great river systems which drain the greater part of the United States. 2. Name the peninsulas of Europe and the mountain chains of Asia. 3. Describe the route by water from Baltimore to Constantinople. 4.

Bound Kansas, Peru and France. 5. Locate the principal copper, iron and lead regions of the United States. 6. What and where are the following: Ceylon, Hatteras, Euphrates, Gibraltar, Tokio, Titicaca? 7. What is latitude and how is it reckoned? Between what parallels of latitude is our country included? 8. Name the source of the following rivers and tell into what each flows. Ganges, Congo, Colorado, Susquehanna and Danube. 9. Name four causes which operate to modify climate. 10. Locate the Philippine Islands. Name the largest two islands, the capital city and two leading exports.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Locate and give date of the first Dutch, English, Spanish and French settlement in North America. 2. What is known as the Ordinance of '87? What are the remarkable features of this ordinance? 3. When, how and from whom were the following acquired: Florida, Louisiana, California and Alaska? 4. Upon what historical event is the poem *Evangeline* founded? Paul Revere's Ride? Courtship of Miles Standish? 5. Discuss the war of 1812 as to cause, principal battles and results. 6. Give important provisions of the Missouri Compromise. 7. How may the Constitution of the United States be amended? What amendments have been made since 1860? 8. What are the qualifications necessary in order that a person may vote at the November election? 9. Name the last five administrations and an important even in each. 10. Name the members of President Roosevelt's cabinet.

ORTHOGRAPHY.

1. Define orthography, orthoepey, mute and vocal. 2. Indicate the correct pronunciation of the following words: Finace, Evangeline, allies, pyramidal and recess. 3. Write words giving all the sounds of o and the proper diacritical marks. 4. Give three of the most important rules for spelling. 5. Spell correctly the following words: Chinese, battalions, catarrh, transmitted, beautiful, regrettable, peaceable, Philippines, lieutenant, embarrass, seized, hemorrhage, license, Hawaii, parliament, centennial, convalescent, proceeding, counterfeit, metallic.

Allow ten credits for each of the first four questions and three credits for each word in the fifth.

ARITHMETIC.

1. At a certain election there were 327,140 votes cast for three candidates; the successful candidate received a majority of 28 over the other two whose votes were in the ratio of 1 to 3. How many votes were cast for each candidate?
2. Find the proceeds of a 90 day note, dated January 31, 1904, for \$2,040 and discounted February 25, 1904, at 6%.
3. If I sell $\frac{5}{6}$ of an article for what $\frac{9}{10}$ of it cost, what per cent. do I gain?
4. If the same number be subtracted from both terms of an improper fraction, what will be the result? Why?
5. If $\frac{3}{4}$ of A's money equals $\frac{1}{2}$ of B's, what part of B's equals $\frac{3}{4}$ of A's? Give analysis.
6. What annual income will be derived from an investment of \$10,250 in 6% stock at 102 $\frac{1}{2}$?
7. Why should arithmetic be included in a course of study?
8. Explain what is meant by the spiral method in teaching arithmetic.
9. Define ratio, prime factor, composite number, trade discount and cylinder.
10. Find one edge of a cube equivalent in volume to three cubes whose edges are respectively 2 ft. 6 in., 3 ft. 4 in., and 4 ft. 2 in.

PHYSIOLOGY.

1. What is meant by diffusion, putrefaction, emulsion, saponification, chemical action?
2. How is the heat of the body maintained?
3. Trace the blood through its entire course.
4. Describe the mucous membrane and tell where found.
5. Define tracheae, bronchi, cilia.
6. What is the difference between cartilage and bone?
7. What is periosteum and its uses? Describe rickets.
8. What is narcotic poisoning?
9. What is the effect of alcohol upon the brain?
10. Why would you teach a pupil to abstain from the use of tobacco?

THEORY AND PRACTICE.

1. Define psychology. Why should a teacher be a close student of psychology?
2. Illustrate the difference between inductive and deductive reasoning.
3. Classify incentives to study. Which class is considered most valuable? Why?
4. Name five commendable qualities of a successful teacher.
5. State at least three general principles to be observed in the government of a school.
6. What do

you understand by physical training? Mental education? Moral education? 7. State our idea as to the limits of the responsibility of the teacher in respect to each of these educations.

8. State to what extent in your teaching you attempt to train the will of your pupils, and how you do it.

9. What do you do for the child's imagination? For his memory?

10. What books have you read on the theory of teaching?

LITERATURE.

1. State what you regard as the beginning of the English language, and name some of the writers of that day.
2. Give a brief account of John Bunyan and his leading work.
3. Who wrote the following: Last Days of Pompeii, Elia, The Schoolmaster, We are Seven, The Gold Bug, The Hanging of the Crane, Old Ironsides, Hymn to the Nativity, Marco Bozarris, Alhambra?
4. Who wrote Hudibras and what was his object?
5. Name the five best tragedies, three best comedies, and two best historical plays of Shakespeare.
6. When did American literature begin and who were among the first writers?
7. What is the meaning of Thanatopsis? Under what circumstances was it written? Name four other poems by the same author.
8. What was the "Brook Farm Community"? Name some of the most distinguished members.
9. Give a short quotation from each of the following: Tennyson, Bacon, Franklin, Scott, Emerson.
10. Name ten books you would recommend to pupils with a view of cultivating a taste for good reading.

BOOK NOTICES.

D. C. Heath & Co.

A Source Book of Roman History, by Dana Carleton Munro, University of Wisconsin. This book should be in the hands of every secondary school teacher of Roman history and every college student taking a course in Roman history. Selections from the most credible Roman writers are given in excellent translations, which cover the early history and the

chief phases of political and social life in the rise and fall of Roman power. Particular prominence is given to the study of sources upon the last century of the Republic, the early Empire, and Christianity and Stoicism.

Analytical Geometry. Plane and Solid, by Albert N. Candy, Professor of Mathematics in University of Nebraska. Half leather. 258 pages. Price, \$1.50.

The special characteristics of this text book are: 1. A fuller treatment than usual of the general analytic method before taking up the study of conic sections. 2. In addition to subjects usually treated, the introduction of the simpler concepts of the differential and of calculus. 3. The graphical method of illustration and the derivative method used in the study of the Theory of Equations, as being of more general utility than the usual secant method. 4. The use of the eccentric angle in ellipse and hyperbola. 5. The introduction of curves, other than of the conic sections useful in engineering.

Favorite Greek Myths, by Lilian S. Hyde, presents in a single volume, in form adapted to the needs of children in the grades, the more important Greek Myths — myths which have lived through the ages and which have entered so largely into the art and literature of different nations. No better material can be used for cultivating the

child's imagination or quickening his moral sense. Price, 50 cents.

The Western United States, by H. W. Fairbanks, describes the most interesting and striking features of western physical geography, especially with reference to the influences that these features have exercised upon the discovery, settlement, and development of the region. The publication of this book is an innovation in supplementary reading for grammar grades, which will prove exceedingly valuable to accompany the regular text book in geography. The price of the book is 60 cents.

A First Reader, by Florence Bass, whose "Beginner's Reader" has been so popularly recognized for its value in phonics. All teachers have found that some children learn to read easily; others take their first steps in reading haltingly and with difficulty. It is for the latter class that this book is especially intended.

Ginn & Company.

Some Successful Americans by Sherman Williams, New York State Institute Conductor and formerly Superintendent of Schools at Glen Falls, N. Y. 12 mo. Cloth. 194 pages. Illustrated. List price, 50 cents; mailing price, 55 cents.

This book is intended for supplementary reading in the sixth, seventh, and eighth grades. It is during this period that pupils are beginning to think about what they

shall do in life. Many of them are sure to feel that there are now but few opportunities for those who have to make their own way, and that it is impossible to succeed without assistance. In order to stimulate such pupils this volume has been prepared. It contains sketches of the lives of many famous Americans who achieved success in the face of what are generally called adverse conditions. Abraham Lincoln, Louisa Alcott, Cornelius Vanderbilt, Mary Lyon, Peter Cooper and Horace Greeley are among those taken as examples.

International Modern Language Series, Flachsmann als Erzieher, by Otto Ernst. Edited with Introduction and Notes by Elizabeth Kingsbury, Teacher of German in Lincoln Academy, Lincoln, Nebraska. 16mo. Semi-flexible cloth. 190 pages. Portrait. List price, 40 cents; mailing price, 45 cents.

This popular German comedy, which has reached its fifteenth thousand in Germany, gives a true view of the German public school system to-day. The style is that of the modern realistic school, though entirely free from objectionable features. The atmosphere of modern Germany pervades the play.

Zschokke, Der zerbrochene Krug, edited, with introduction, notes and vocabulary, by Herbert Charles Sanborn, Head Instructor in German in the Bancroft School,

Worcester, Mass. 16mo. Semi-flexible cloth. 92 pages. With frontispiece. List price, 25 cents; mailing price, 30 cents.

This popular little story, so characteristic of the narrative style of its author, is peculiarly well adapted, on account of the simplicity of its style and diction, for classes of beginners in German. The present edition has accordingly been carefully prepared to meet the needs of this grade of readers. The story itself has always been a favorite with young people, and its interest is enhanced by flashes of that pure humor in which Zschokke excelled.

La Mere de la Marquise and La Fille du Chanoine by Edmond About. Edited with notes and vocabulary, by O. B. Super, Professor of Romance Languages in Dickinson College. 16mo. Semi-flexible cloth. 227 pages. With frontispiece. List price, 50 cents; mailing price, 55 cents.

Few French writers of fiction are more widely known than Edmond About, and none more richly deserves popularity. His writings contain a humor which makes them entertaining reading, and a skill in the delineation of character inferior only to that of the great Balzac. They are particularly noteworthy on account of the absence of those features which make much French fiction inappropriate for use in the class room.

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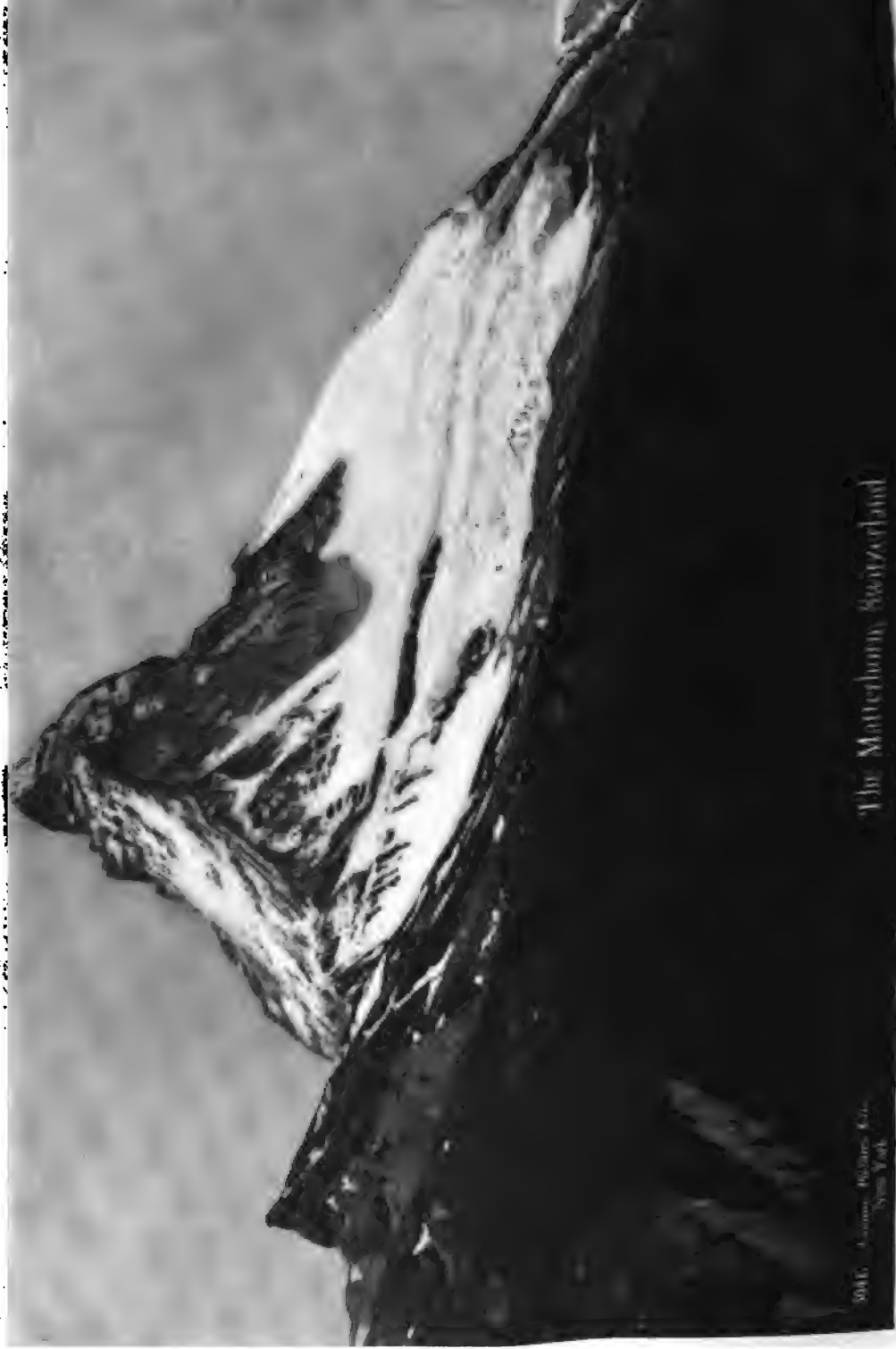
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THE DAY'S RATION.

When I was born,
From all the seas of strength Fate filled the chalice,
Saying, "This be thy portion, child; this chalice,
Less than a lily's, thou shalt daily draw
From my great arteries,—nor less, nor more."
All substance the cunning chemist Time
Melts down into that liquor of my life,—
Friends, foes, joys, fortunes, beauty, and disgust.
And whether I am angry or content,
Indebted or insulted, loved or hurt,
All he distils into sidereal wine
And brims my little cup; heedless, alas!
Of all he sheds how little it will hold,
How much runs over on the desert sands.
To-day, when friends approach and every hour
Brings book, or star-bright scroll of genius,
The little cup will hold not a bead more,
And all the costly liquor runs to waste;
Nor gives the jealous lord one diamond drop
So to be husbanded for poorer days.

—Emerson.

THE PSYCHOLOGICAL BASIS OF MANUAL TRAINING.

BY SUE E. GARMAN.

How do we try to awaken a baby's mind? Is it by leaving the little one on its back to contemplate the "pretty sky"? Or do we set it on the floor, and give it something tangible to do by supplying it with bright, pretty blocks to handle and play with? And how do we treat the older folks? Do we find that they like to sit in the corner and hold their hands? On the contrary, do we not always find them doing something? Does not Grandma usually have some knitting and does not Grandpa always have some tinkering to keep him busy, or is he not whittling with his jack-knife?

If it is true in the experience of us all that the little ones love to have something to play with, some bright object natively interesting, and the old folks want to be *doing* something all the time, if, I say, this love of doing things, of activity, is found to be true of both extremes of age, *why* is it deemed necessary to change the tactics so radically during the period of school training? Why is it that, when the child arrives at the school age, he has to stop *acting, doing,* and begin *receiving*?

Certainly there is much, very much, that the child must learn, and probably the least troublesome

way for us to impart this knowledge is by preaching it *at* him. But is this the best way for the child? Is it the way that will leave the most lasting impressions on his mind?

Turn to your own experience. Suppose a friend of yours should see your deficiency in American History; and suppose he should come at you in this manner: "I see you do not know when Columbus discovered America, but you should know it, so I am going to tell you. Now remember, it was in Fourteen Hundred and Ninety-Two." As a matter of fact, do you think you *would* remember it? Could you repeat it a year, a month or even a day later? No! Because you did not *go out after* the bit of knowledge. You felt no immediate need for it, hence you had no "interest" in it, and therefore you did not *react* on it, and thus incorporate it into your general body of knowledge.

But now suppose your friend, or let it be the teacher, approaches you from the standpoint of your interest. He gives you some pretense for using this bit of knowledge. He wants to know whether it was before or after the invention of the compass. Then you *go* gladly to look it up. You see some

motive for so doing. You actively engage yourself in finding the date, and thus, when it is found, it leaves a very vivid and lasting impression on your mind. It becomes a part of your stock-in-trade of mental material.

Right in this difference in the instructor's *point of attack* lies the secret, the psychological basis of manual training. It is that same old theory, expressed by Professor James: "No impression without *expression*." This gives to manual training a much deeper significance than the popular idea that it means training the hand, or learning a trade or craft. The full significance of this theory can not be understood without the psychology of "interest."

"No impression without *expression*." What does this mean? It means that unless one's attention is caught, unless one is interested in the new object presented to his consciousness, and unless his mind goes out to welcome the new object or idea, it certainly can not take root, and make a lasting impression on his mind.

The next question is What will cause one's mind to "go out to" or "react on" or "express" the new thing? The answer to this question contains the secret of manual training. That which causes the mind to react is some form of *activity* on the part of the agent himself. Passivity will never result in *expression*. The infallible method of

arousing interest in a new object, and thus securing reaction on it, is an appeal to the "self." The new object must be associated in some direct or indirect way with the "ego" of the learner, in order to get him to express himself about it. This is just what manual training does, and in its broadest sense it means "the acquisition of new impressions, from the efforts to 'express' the object by associating it with the 'self.'" This is my own definition. I think it will hold.

This active interest, whether it results in some material product or not, is *expression* in the true sense of that word; it is reaction and leaves an impression in the mind every time.

This, as it seems to me, is the psychological theory underlying manual training. While manual training is properly understood as material expression, this great, fundamental law of "no impression without expression" is much wider in its application than merely to material expression.

Having made clear, as I hope, the psychological principles underlying manual training, let us inquire further into its psychological justification. What is the psychological use of manual training in our school systems? What is the advantage of this over other methods of instruction?

The most important and all comprehensive argument for this new method of instruction is the

changed attitude of the pupil's mind. The old way was for the children to be driven off to school every morning, in spite of their protests that they "didn't like the teacher" or "could not understand problems, or could not remember the capitals of all the states bordering on the Atlantic." *Of course* they do not understand and can not remember. Why should they? Older folks will not burden their minds with things they do not need for use. If you say "*Mental discipline*," I am ready to answer you that we get all the mental discipline we can hold, if we apply ourselves only to the things we actually need. If only some *pretense of need* is given us, how easy it becomes to devote ourselves to the problem that seemed drudgery before.

Well, to proceed with the picture of the old-time way: after the children's unwilling little feet finally landed them at the school house, there they dropped their personality like a cloak at the door. From that time till the signal for dismissal, they were treated like so many little wooden men, made to sit in precise rows, and cross or uncross hands to signals: "One! unfold hands; two! hands on slates; three! slates raised; four! slates in desks." Woe to the hapless child who forgot and put "hands on slates" at "one" instead of "two." Is this the kind of training one needs and uses in life?

The worst of it was, the little fellows sat there absolutely unresponsive, unless they grew rebellious; the teacher's words, which were intended to help them along the flowery paths of knowledge, fell in their little deaf ears like the proverbial water on the duck's back. Why should they attend? They saw no motive for remembering that 'Europe was bounded on the east by the Ural mountains.' Their minds did not go out to meet and react on the new knowledge, because they had no interest aroused in it; there was no appeal to their "self." "What is everybody's business is nobody's business," and it was pretty much the same with this old-fashioned, wholesale distribution of useful information. It was shelled, predigested and thrown at the pupils collectively. It called for no effort, no expression from them.

A glance will reveal the difference between this condition of affairs and that which exists where the psychology of manual training is understood and applied. Now each child is a personality and instruction is given, according to their respective needs. The change in the child's attitude towards learning is so great that it can hardly be believed. I have received a clear demonstration of it, from the experience of my little brother.

Until recently, he has been subjected to the old method of instruction, when the teacher expresses

himself, and the pupil is merely receptive, and passive. Charlie had never shown a liking for school. He disliked it so much, that he never would try to be on time, nor study, nor make good reports.

This year he began Manual Training, and behold a miracle! I learn that instead of being careless, cross and disobedient, he is up bright and early, for school. He likes his work now, and is always glad when it is time to go to Manual Training. Another thing reveals the change in him; heretofore, I never could get him to talk about his school work; but now he is willing and anxious to tell me about it. Beginning quite logically at the beginning, he tells you (1) where the manual training school is, (2) what they did the first day, (3) what they are doing now.

I ask now, what is the difference between this condition and his former reticence? It is simply another way of revealing the truth of the theory: the child is interested, the work draws him out, to *express* himself, and this the *impression* is left, and he has something to talk about. Before, the work was not interesting; it did not call forth his mental activities; therefore it left no impression and hence there was nothing for him to talk about. He was having ideas poured into him all the while, but nothing was being drawn out; as a consequence, a state of stagnation, of mental "clog" or stuffiness

resulted and how could the child talk? He was not being taught *expression*, but only being crammed, crammed all the time.

The evils of this *impression* system are very evident. When the pupil has to sit passively and let the teacher do all the work, he becomes like an overcharged steam-engine. If no useful way of escape is provided for the repressed energy, it will surely result in mischief or harm. Manual training furnishes to the pupil this much needed opportunity for the discharge of his energies, both mental and physical. Another evil of the old type of school room is that the very natural and laudable desire to assist your fellows is regarded as a high crime and misdemeanor. In the manual training school, however, mutual assistance of the pupils is only second in importance to the discipline of self-help.

And now, in conclusion, I wish to quote and make some comment on a letter which I received from my little brother in answer to my inquiry concerning his manual training. Here is the letter in full, with all its mistakes:

"I was to Manual today and the first thing we do is to line up and the Principle tells us to march and then we go in carpenter's shop, and take our seats, which are in the middle of the room. He tells us to do something and explains how. I am making a paper-knife. Next we go in the drawing room, or clay-

modeling room, or foundry. In the clay mod. we make a square tile, and he draws something and we fill it up. In the drawing room we have mechanical drawing or carving in wood."

What is the significance of this little message? What psychological truths can we find revealed in it? First of all, the child was *impressed*. Any one can see that. He had observed and could repeat what he had seen.

The second thing to note is that the whole letter is full of activity: "we line up," "we march," "we take our seats," "we *do* something," "we went into the next room," "we make," "we fill it up," "we draw." Moreover, the activity is their own, not the teacher's, any more than simply to "explain" how to do the thing. It was this self-activity that impressed the child, made him remember.

The third point I wish to call attention to is the reference to the "self." Notice that after telling

what happens to them collectively, he says with pride:

"I am making a paper-knife." This is to me the most significant word in the whole message. Here is exemplified the secret of the success of manual training. The "I," the "self," that never failing source of interest is appealed to constantly. The inevitable result is that interest is awakened in the work; the child is called on to *express his own ideas*. And this expression is what in turn makes the impression deep and lasting, a permanent part of his stock-in-trade of ideas.

This principle is capable of a much wider application in school work, than merely to the work-shop and foundry, but as manual training was my topic, I shall not go further into these applications, but only trust that I have made it clear that the psychological basis of manual training is this maxim, "there is no impression without expression."

JACK HORNER'S EDUCATIONAL CREED.

BY M. G. BRUMBAUGH.

In the famous nursery rhyme Jack Horner poses as a type of self-conscious hero. How Jack arrived at this complacent view of ethical consciousness we have no means of knowing. Mother Goose

does not hint at Jack's parentage, much less name the schools he attended. But Jack is admired by all the world. Why?

Jack incarnates a great principle of education. Children, for some

reason, count success ethically good and failure ethically bad. They impute goodness to the things that count for success and they impute opposite qualities to things that count for failure. Jack felt ethically exalted because

"He put in his thumb
And took out a plum," i. e.,

because the thing he did made for victory. He felt good, i. e., goodness, in his juvenile soul because he had accomplished his task. He was successful.

The reason for this ethical code I do not now pause to consider.

The significant fact educationally is that children impute ethical quality to things utterly devoid of such qualities. They have no developed sense of personal ethical competency. They call the marble that wins games a good marble; the stone that strikes the mark or skips most frequently upon the surface of a stream, a good stone; a bat that knocks a home run a good bat, and so on through the category of their activities in play and in work.

It is a long, painful road over which his weary feet and feelings must pass before he acquires the true insight that convinces him that the right thing is not always the successful thing, that ethical qualities are not to be measured in objective triumphs; but in living each day the ideal life as he figures that ideal life. Not until then is he

able rightly to interpret the history of his race and analyze the facts of his fellows.

When this ethical concept is fully apprehended, the child is living an ethical life. Even then his standard — his ideal — may be very low. Education is to build the higher standard, not in his thoughts, but in his deeds, and no faster as an intellectual structure than he acquires power of will to transmute the newer intellectual thing into willed products — into deeds that are as ethically admirable as his thought is ethically clean.

But Jack is not yet mature enough to understand the adult code. Much of our educational reform is wasted right here. The child cannot comprehend the adult code. He is forced by fear of punishment to submit to it. He acquires a genuine hatred for the very things we are most anxious to make attractive. He refuses to do what he ought to do because an unwise and over-rigid discipline has forced him to open rebellion against his own highest good.

What shall be done with Jack? He must be, first of all, understood and appreciated as he is. Then he can be led slowly to a higher and better motif for action. But in his early years it is wise to regard Jack not as an unethical but rather as a falsely ethical spirit. Let us assume that Jack has a code. Let us help him to a better one; and in the meantime let us recognize

the theologic aspect of conduct. That which is good ought to triumph. The whole discipline of the school should, therefore, promote his triumph along lines of effort that are right. His failures should be in things that are wrong. Thus he will come to apply his own code to his acts and pronounce as ethically good those that triumph. This is true also of his studies. He must be taught in such a manner that he can, with reasonable effort, succeed in his daily school duties.

When he puts in his thumb, see to it that he pulls out a plum. When he does apply himself to his lessons see to it that he masters them. His mastery is significant not in the percent he makes on the school register, but in the strengthening of his ethical qualities. He must succeed that he may develop the consciousness of adequate reward for honest effort, and not that he may rank first or second in his class. The so-called by-products

of gas production are not alone the most beautiful; they are also the most valuable. So also the by-products of our present method of marking progress are as much more beautiful and valuable than high percentages as a noble life of virtuous deeds and altruistic tendencies is more beautiful and valuable than an intellectually keen life whose acts are morally void and ethically corrupt.

Jack's philosophy in times of great personal or national excitement becomes too frequently the national code. Might then makes right, and success is cited as proof of ethical justification. The nation has lapsed into a parti-civilized standard and forgets for the time that "One and God make a majority." For nations as well as for individuals it is false ethically to assert that the end justifies the means. The only result that is justified is that which has justifiable means.

CURRENT EVENTS.

A MONTHLY ANALYSIS OF NEWS WITH REFERENCE TO ITS USE AS AN
AID IN THE REGULAR WORK OF THE SCHOOL.

BY FRANCIS B. ATKINSON, EDITOR THE LITTLE CHRONICLE, CHICAGO.

PRELIMINARY NOTE—The object of this Department is to discuss the principles and methods which, in the writer's opinion, will make the use of Current Events in teach-

ing most effective. He will be glad to prepare outlines associating lessons for any given week with Current Events and to forward, without charge, papers for use of teachers

making the experiment. Requests for these outlines should be sent to address above given at least two weeks before lessons are to be assigned. Give names of text-books used, indicate as specifically as possible the lessons to be assigned, and number of pupils above Fourth Grade.

USE OF THE TEXT BOOK AS "SUPPLEMENTARY READING."

In this Department last month was given an outline of the method employed and results obtained in *supplementing* Geography lessons with illustrative events. Still better results are obtained where the process is reversed; i. e., where the pupils are first led to read and talk about events and the text book used to answer questions which have arisen, to satisfy the desire for further information which has been aroused by a discussion of these events. It is not necessary, although it would be quite feasible, to thus approach every statement of the Geography inductively. The Course of Study of a school of high standing, with a copy of which the editor of this Department has been favored, says:

The boy wants to study Geography as the traveler sees it. If he cannot go in person he wants to go in imagination and with a thread of human adventure running through it all.

The full realization of this idea would be attained if, with regard to all the Geography can teach him, the pupil's interest was *first* aroused so that he would approach the text book in an interrogative mood. Books of travel, imaginary journeys and stories of adventure stimulate interest in the countries to which they relate, but the pupil on

finishing them is apt to be better informed on the story than he is on the Geography which the story is intended to teach.

Now, suppose, preceding the use of either the Geography text or of these imaginary journeys with their imaginary events you use those little dramas in real life which we call "the news." Suppose, furthermore, instead of approaching your subject through the text book and then relieving the situation, as it were, by a supplementary tonic, you *first arouse an interest* in the subject to be taught through a causally related event—first discussing the event (about which, at your suggestion, he has been reading at home) and then sending him to the text book and supplementary readers for further information. If, to further carry out the conception of the traveler, these items are presented in a natural order, following the established routes of trade and travel, the results are found to be still more satisfactory. Experiences at each successive stopping place can, by suggestive questioning, be so associated with preceding experiences as to give a comprehensive and coherent conception of the country as a whole, while each geographical fact, being causally related to an event—if the events be judiciously selected as illustrated below—retains its sharp individual outline.

The use of news items as approaches to the text has several

special advantages as compared with long articles and books, used either as supplementary or as preparatory reading; although the longer material has its comparative advantage also, particularly on the side of literary culture. The special utilities of the items are that they are brief and carry the pupil to the geographical results aimed at, with the least expenditure of time; there is enough imagination and human interest for the service of Geography and no more; each item, if judiciously selected, is rich in the correlations and details of commercial life, gives that sense of experience characteristic of news and in addition to the sharpness of outline produced by the causal relation between the geographical fact and the event which illustrates it the *transition* from one item to the next still further sharpens the outline of each, according to that mental law which the psychologists call "rhythm." Although the clock says "tick, tick," the mind soon converts this into "tick, tock," in order to hold the sound in consciousness. After awhile, when this ticking has grown old, has ceased to be *news*, the mind ceases to be conscious of it all.

So it is found that after pupils have made one of these imaginary journeys in a given country they are able to recall readily, definitely and with confidence, characteristic products, physiography, industries.

Not so when the same country

is first approached through the text book. There the statement is uniform. The products differ, the countries differ and the people differ, but the author's method and order of presentation is, in each case, substantially the same.

Take these examples (in condensed form) from a widely used Geography text, in connection with the treatment of different sections:

About one-half of the surface of Maine is covered with forests which supply lumber and material for wood pulp to make paper.

In Massachusetts is manufactured a large part of the cotton and woolen cloth made in the United States.

Virginia ranks among the foremost states in the Union in the production of tobacco. Richmond on the Fall line manufactures much tobacco.

More than one-fourth of the farm land of the South is devoted to the cultivation of cotton.

By far the most important industry of the Plateau Section is the mining of the metals, silver, gold, copper and lead.

The Columbia salmon fisheries of Oregon are among the most valuable in the world.

Now, suppose, with the aid of a school newspaper and a map of the United States, we take an imaginary journey through the regions referred to in the Geography and, in imagination, see the very things we would see in connection with the industries and products referred to if we actually did take such a journey. A news diary of such a trip (also necessarily condensed here) would read like this:

BANGOR, ME. "Bill" Conners, known as king of the log drivers, now in his fortieth year in the boom, is proud of the fact that the logs rafted to the Bangor saw-mills for the season of 1904 will exceed 80,000,000 feet.

FALL RIVER, MASS. It is stated that the cotton mills of this city at which the operators struck fourteen weeks ago, will be reopened November 14. (Item also tells of suffering caused by closing of mills, falling off of local money circulation as shown by weekly bank clearings and increase of small mortgages.)

RICHMOND, VA. The Tobacco Growers' Association of Virginia and North Carolina

has issued a new scale of prices which is an advance of about 50 per cent over the prices which the tobacco buyers combination has been paying.

MEMPHIS, TENN. A number of cotton growers between Memphis and New Orleans have formed a company for sending their cotton direct to the mills in England via New Orleans and Liverpool, thus dispensing with the middleman and allowing every penny paid by the spinner to come to the actual grower. In Georgia some farmers are storing their cotton in warehouses and borrowing money from the banks on the warehouse receipts, thus enabling the farmers to pay their present obligations and to defer the actual sale of cotton until the price improves. Advices from the region of Waco, Texas, say that the railroads have, until recently, been unable to move the cotton as fast as it accumulated, because, owing to the unfavorable weather, cotton in that district ripened almost at one time.

SALT LAKE CITY, UTAH. Samuel Newhouse, a Utah mine operator, is said to have uncovered great bodies of gold ore in the Cactus Mine in southwestern Utah, five miles from Frisco. The American Smelting and Refining Co. has secured a contract for smelting part of the ore from this mine.

ASTORIA, ORE. It is reported that J. Pierpont Morgan and other capitalists who are creditors of the Pacific Packing and Navigation Co., will purchase the entire properties of that company and reorganize it. This is the most extensive salmon canning concern in the world.

Having first read and discussed such news, as news, the categorical statements of the Geography become clothed with human interest. Half the information in the Geography "lesson" has thus been already acquired, and a basis of interest laid which will greatly facilitate the acquirement and assimilation of the other half. The pupil naturally wants to know more about the great lumber industry because that is the business of "Bill" Conners, "king of the log drivers;" about the cotton mills because of the strike, the resumption of work, etc.; the tobacco interests of Virginia because he has been present at a meeting of tobacco men; similarly with the cotton of the south, the metal interests and the salmon fisheries.

The spiral arrangement of our

Geographies presents repeated opportunities for the use of such a journey over the United States as a whole or over any part of it. In the Geography which I have before me as I write, in the section devoted to the United States, I see more than twenty successive occasions upon which either part or all of this identical series of items would be available for journeys in which the text book could be used as a guide. First, for example, come the physical features of North America, in which many of the features brought out by those events are dwelt upon; then the vegetation of the continent as a whole; then, taking up the United States specifically, a general treatment of the Atlantic Plain, the Appalachian Mountains, the Central Valley, etc.; then the climate of the country as a whole; then its government; then population and progress; then the various industries as a whole — agriculture, lumbering, mining, manufacturing, etc.; — then the sections, beginning with New England; then each state within those sections as a whole; then specifically the cities and industries of those states; thus presenting almost endlessly recurring opportunities for the use of any given set of illustrative events. On the other, consider that the supply of such events, if searched for and presented with knowledge and skill, is practically inexhaustible and the feasibility of thus laying a foun-

dation of interest before taking up the text book and for developing this apperceptive basis broadly or minutely as desired, is apparent. Not only is the subject matter of the text book much more effectively presented, the pupil's whole idea of Geography vitalized—usually quite transformed—but his conceptions of products, industries, etc., are greatly enriched. The relation of these products and industries to the rest of the world's life is illustrated by example and he gets an understanding and interest in these other phases of life also. (Examples: The significance of bank clearings and the recording of mortgages, in connection with the resumption of work in the cotton mills; the purpose and method of business combinations in connection with tobacco; the philosophy of the middleman, the use of warehouse receipts and the relations of weather to business life, in connection with the news from Memphis and so on and so on.)

Space will not permit me to go into detail at this time as to method; indeed, as has been frequently observed, aim is far more important than method in the hands of the progressive teacher. A thorough grasp of the idea of *first* interesting the pupil in the *subject* before sending him to the lesson *about* the subject will readily develop methods; and the ways and means which grow out of the handling of actual life in teaching are as various, fas-

cinating and suggestive as life itself.

In next month's issue an account will be given of the experiences of teachers in the use of this material which, it is believed, will be found to contain useful suggestions.

Whatever methods may be employed the important results obtained are the same. The text book is no longer a thing which is asking the pupil questions, the answers to which he finds it hard to remember, but—in *loco parentis*, omniscient, patient, benignant—is transformed into answerer of *his* questions.

And does not the thought suggest itself that this is the only way in which we will ever use Geography in after life? And if preparation for life is the final test for education how important is *this* thought—how important the formation of this habit during his formative period.

ATHLETICS IN THE HIGH SCHOOL.

By O. H. Magly.

The 4th of July is a great day and however much the annual accidents are deplored, we hear no one advocating the abolishment of the nation's noisy birthday celebration. The wise parent takes "sonny" in hand and aims to guard against injury by assisting and directing his exploding exuberance.

A similar situation confronts us with the question of "athletics" in our schools. Young America is bound to find a means for using

up his surplus of physical energy, and it is needless to affirm that athletics can be and ought to be banished by regulations and restrictions.

Should the school not officially recognize or sanction a club or team in any of our games and sports, it will be found that the boys will have them just the same and instead of directing and controlling the boys and the games, both will usually go to their own destruction and disaster.

The duty then of the educational parents seems plain. Take the boys in hand, encourage and direct their athletics in such a way that not only those who actually take part but those who look on and cheer will realize that "the school" will stand only for what is clean, honorable, and best in and for all concerned.

Athletics of course is a side issue and ought never be allowed to assume greater importance or interest than the school's chief aim, the intellectual and moral development of pupils, but when properly encouraged and conducted, it is astonishing and gratifying to observe how useful it is in the accomplishment of the more important objects.

Scholarship should at all times be made a requisite for membership on any athletic team bearing the school's name. "Bona-fide student doing regular work" means nothing unless a satisfactory record is being maintained in that work, for pupils have been known to attend school

and "pretend" to carry any assigned work, in order to be a member of a team, and when the year's work is summed up the "star" riseth not.

The essential requirement for pupils in the Columbus high schools is briefly, the doing of "F" work in not less than 3 classes, exclusive of music and drawing. By "F" work is meant work which in the judgment of the teacher would assure a grade of 70 or more should an examination be given.

Having set up the requirement, how it is to be enforced? The principal or a teacher must take direct charge of matters pertaining to athletics, inform pupils desiring to take part in contests what will be required of them, and be willing to give time and attention to see that rules and requirements are complied with.

The results achieved at East High School and the favorable comments heard from others lead me to believe that our methods and management have been very successful. I will endeavor then to briefly tell how we do it.

Under the advice and direction of the principal, "athletics" is placed in my hands. It is my duty to see that pupils not only comply with the conditions required for eligibility, but conduct themselves both on and off the field in a way to bring honor and not dishonor on the school which is back of them.

A day or two before each contest takes place, a list of those expecting

to take part is presented to each teacher for grading. This list is then presented to the principal along with list of names for him to certify, from which certified list the captain selects his team.

Perhaps some of the best players fail to be certified, the team is weakened and defeat results. Some may feel it keenly and even go so far as to criticise and condemn the authority which deprived the team of the prowess of some of its members, but when the true situation becomes apparent, even those who were the most to blame in not doing their required work will be found getting at it in a way to prevent a like occurrence. Better always a weak team of strong pupils, than a strong team of weak ones, and when consistently adhered to, this method will be found to produce teams, strong not only in "brawn" but also in "brain."

Just a few words on management and finances. Pupils should be given as much of the work of managing teams and funds as their ability and results warrant. But in this the string of supervision must never be severed. Turn over to the manager or pupil selected the tickets for any game, but let him furnish the list of names to whom distributed and see that a return is made from each and the money turned over. Be the treasury for the receipt of funds and be the judge as to proper expenditures.

Let pupils learn the right me-

thods of handling and accounting for funds, not by being *told* how, but by being *shown* how, and if this is done treasuries will not so often show deficits.

As before stated all this takes the time and attention of principal or a teacher, not a little time but considerable time, all the time, if the supervision is to be successful. In school, out of school, at the games, on the trips, encourage, admonish, assist, restrict.

In times of discouragement it may be thought of no avail, but in the end it will be found to pay, pay gloriously in the characters it has moulded and directed.

SABIN'S COMMON SENSE DIDACTICS.

By Henry Sabin.

Notes and Suggestions.

CHAPTERS VII-VIII.

CHAPTER VII.

We reach, in this chapter, a subject concerning which much has been said and written.

Public opinion is gradually coming to the conclusion that the want of moral training marks a grave deficiency in our public school system. There are a few points in this chapter to which I wish to call your especial attention. In the first place what is morality? Do not be content with the dictionary definition, but frame an original one from the first few sections of this chapter.

You will find that no one child

is deficient in all the special virtues mentioned here. In addition you will discover that in one school lying is a prevalent vice; in another cheating; and yet in another cruelty. It is much more difficult to deal with such cases than with individuals and progress necessarily must be slow. Here, if anywhere, patience must have its perfect work and that takes time.

Read very carefully and thoughtfully the author's view regarding religious instruction in the public schools. Consider that the term religion, as here used, has no reference to creed, sect, or dogma.

Study the question of motives, for there is a motive behind every action. You may depend upon that, and it is a part of your business to hunt it out and dislodge it from its hiding place. His mother will tell you "John don't mean to be bad," but he is bad and he has a motive for it.

Possibly he likes to be counted smart by his mates, and looks for their approval as his reward. I have known a reformation worked when the teacher ceased to notice the boy's pranks and the pupils refrained from laughing at him. Remove the motive and you cure the disease. It is some times best to create and cultivate a new or a higher motive to replace the one discarded.

Right here it may be well to suggest that the question of right and proper incentives is worthy some

consideration on the part of the teacher. Make a list of those you would use and those which you would avoid. There is along this line very much neglect on the part of many teachers. There should be no room here for any guessing or hap-hazard work.

The secret of effective school discipline is in the silent determination of the teacher to shape affairs as seem best to himself. There must be will-power present with the teacher in order to cultivate the will of the pupil.

A very important part of this chapter has to do with training the conscience. All that is necessary here is to call your attention to it.

Read in the quotations what is said concerning motives. Are we not prone sometimes to look for the worst rather than the best motives in childish actions?

So also those quotations which concern the conscience should be read several times. The one from Wickersham might be committed to memory with profit.

CHAPTER VIII.

Do not call upon children continually to break up this or that bad habit, lest you relieve the child of his personal responsibility. Perhaps it is better to hold the child accountable and to encourage every effort to reform. If the man is both school-master and pupil, then it is not well to interfere too often. Say but little about bad habits, but

be very diligent in cultivating good ones.

Besides the five personal habits enumerated here, there are others; can you point them out? The words of Horace Mann, on page 150, should be committed to memory by both teacher and children.

Of late there has developed a wide spread tendency to introduce Nature Study into the schools. To be a successful instructor it is necessary to cultivate the habit of observation on the part of the teacher. Review in this connection pages 85-87. Whether required by law or not the teacher should by example and precept set before the pupil the value of temperance, especially in refraining from the use of stimulants and narcotics. Note here very carefully the instructions on page 158-159.

In the quotation attached to this chapter read Dr. Harris on page 161. Also the motto of Boston's Public Library, page 163, and on the same page the first under The Tobacco Habit.

GLIMPSES OF LONGFELLOW.

By Ella M. Corson.

The purpose of *Glimpses of Longfellow* is to arouse in the mind of the reader a desire for a more thorough and intimate knowledge of one of our greatest and most lovable poets. To acquire this it is necessary for one to own a copy of the complete poems as no one can fully appreciate without the joy of

ownership, and the privilege of marking, neatly of course, favorite passages. Who of us can not remember some day, perhaps in the long ago, that was full of care when we turned to the *Day is Done* and found the night filled with music? Or looked at the vacant chair by the hearth stone and re-read *Resignation*? Each pictures for himself the scenes of his childhood in *My Lost Youth*, and hears the swish of the ocean and sees the long waving sea-weed in the poems on the *Sea*—and so on through the entire book finds the little cross that marks a favorite and awakens a memory.

The old fashioned "learning by heart" is one of the greatest aids in becoming familiar with the style and general work of any poet. To be able to recall at will fine passages from different poems is an accomplishment well worth the effort put forth to attain it.

All students of Longfellow should read *The Life of Henry W. Longfellow* by his brother, Samuel Longfellow. These two volumes, as a matter of course, give a closer insight into the real life of the poet than any others. Through Longfellow's own diary, which will be found in these volumes, the reader comes into close touch with the daily doings of the poet and learns more and more to admire his gentle manner and beautiful character.

Wandering about the green-hedged lanes in the village of

Grasmere we were joined by one of the natives who, seeing we were strangers, took a kindly interest in us and told us many things about that literary shrine. One day some Americans were walking along the same green-hedged lane, for it leads to the church and churchyard, and among them was a gentle-voiced, beautiful, white-haired old man who was pointing out the special features of the lovely, quiet scene. A laboring man chancing to pass by was so impressed with the face of this man that he chose to linger and finally followed to the church. Passing on around to the back the party came to a grave with a simple marble slab over which the sunshine flickered through the leaves of the bending branches of the trees above. With uncovered head and tears streaming down his cheeks this white-haired old gentleman stood and paid his silent but eloquent tribute to a fellow poet. It was Longfellow at the grave of Wordsworth, and the English laborer recognized him from the picture in his own copy of Longfellow's poems, and loved him.

MORAN'S "THE ENGLISH GOVERNMENT."

PAGES 155-217.

1. Discuss the origin of the House of Lords. Why is the aristocratic branch of the government always older than the democratic? What did Professor Freeman mean

by "the English People in its three Homes?" 2. Discuss the powers and composition of the Witan. 3. Discuss the membership and composition of the House of Lords. 4. Why are peers created, and by what authority? 5. How are Scotch peers chosen? 6. How are Irish peers chosen? 7. Who are the Lords of Appeal? Why are they added to the House of Lords? 8. What are the disqualifications which prevent a peer from taking a seat in the House of Lords? 9. Discuss the duties of the Lord Chancellor. To what two officers in the United States does he correspond? 10. Discuss the power of the House of Lords as compared with that of the House of Commons. 11. Discuss the landed influence of the peers. 12. Why is it that the House of Lords is composed of able men and yet is an inefficient body? 13. Which political party in England is the more favorably disposed towards the House of Lords? Why should this be so? 14. Explain Lord Rosebery's attitude towards the House of Lords. 15. Summarize the objections which are urged against the House of Lords as now constituted. 16. What was the attitude of the Peers towards the Reform Bill of 1834? How do you account for this attitude? 17. What is the attitude of the laboring classes towards the House of Lords? 18. Explain Spalding's proposed plan for the reform of the House of

Lords. 19. Why do modern legislatures, for the most part, have two chambers or houses instead of one? 20. Upon what grounds do the friends of the House of Lords defend that body as it now exists? 21. How does the House of Lords compare in legislative power with the Senate of the United States?

OHIO HISTORY SKETCHES.

1. Describe the boyhood of Thomas Ewing. 2. Give an account of college from which he graduated. 3. Who were some of the members of the Senate at the time of Ewing's election? 4. By what political party was Ewing chosen? 5. How can you account for Ewing's opposition to Jackson's views? 6. What was his position with regard to the tariff? The U. S. Bank? 7. Tell of his work toward establishing the northwest boundary of Ohio. 8. Describe the trouble incident to the boundary dispute. 9. Describe his ability as a lawyer. 10. What cabinet position did he hold? In whose cabinet? 11. Give his own story of his life. 12. Tell of the early training of Allen G. Thurman. 13. What was Thurman's view as to slavery? Secession? 14. Give Blaine's estimate of Thurman. 15. When was he a candidate for the vice presidency? 16. Who was Janarius A. MacGahan? 17. Describe his experience as a war correspondent. 18. Describe his work in the liberation of Bulgaria.

GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY.

THE CIVIL WAR.

1. Did the rivers running from the North into the Southland help the North materially in the Civil War? Give reasons. 2. Are there any natural boundaries of much military significance separating the North from the South? 3. Studying the geographic feature does it seem to you that the U. S. was designed for one people or for more? Why? 4. Why did the South try so strenuously to hold the lower Mississippi? Why did the North fight so vigorously to get possession of it? 5. Compare the Mississippi during the Civil War to the Hudson during the War of the Revolution. 6. Show that the reliefs and the soil in the South had much to do with the causes that led up to the Civil War. 7. Show that the almost exclusive agriculture of the South greatly handicapped it in the prosecution of the war. 8. What was the real condition of the South in 1860 as to furnaces, mills, factories, and mines in operation? 9. When the war opened was there a natural line of defenses in the Mississippi Valley and east of it which the South could take possession of? If so, give it. 10. Show the importance to the South of strongly fortifying and holding Vicksburg, Fort Donelson, and Fort Henry. 11. Which was geographically the more important to the South, Fort Henry or Fort

Dortelson? Give reasons. 12. If Grant could have turned the Mississippi river across the narrow tongue of land at Vicksburg would the capture of Vicksburg have been necessary? Why? 13. If the North should declare war to-day against the South would the lines of movement of the armies be practically the same as during the Civil War? Why? 14. Show that Chattanooga was by nature a key to all the military movements near it.

**PROGRAMME OF THE ALLIED EDUCATIONAL ASSOCIATIONS OF OHIO,
COLUMBUS, DEC. 28-30.**

GENERAL SESSIONS.

**WEDNESDAY, DECEMBER 28, 1904,
7:30 P. M.**

Board of Trade Auditorium.

Presiding Officer: President W. O. Thompson, Ohio State University, Columbus.

1. Call to Order: Chairman Executive Committee. 2. Music: Violin Solo, Miss Maude Cockins. 3. Prayer: Rev. Dr. R. G. Ramsey, Olivet Presbyterian Church, Columbus. 4. Music: Vocal Solo, Mr. Sidney Sweet. 5. Address of Welcome: Honorable R. H. Jeffrey, Mayor of the City of Columbus. 6. Response to the Address of Welcome: Superintendent J. L. Trisler, President of the Ohio State Association of School Examiners, Hartwell. 7. A Reading by Mr. Montaville Flowers, Cincinnati. 8. Annual Address: Higher Ideals in Education, President Charles William Dabney, University of Cincinnati, Cincinnati. 9. Music: Instrumental—"Third Ballads" by Chopin, Mr. J. B. Francis McDowell.

10. College Reunions at the Great Southern Hotel.

**THURSDAY, DECEMBER 29, 1904,
9:00 A. M.**

Board of Trade Auditorium.

Presiding Officer: Dr. N. H. Chaney, President of the Ohio State Teachers' Association, Youngstown.

1. Paper: Educational Ideals in Practice, Superintendent Jesse V. McMillan, City Public Schools, Marietta. 2. Paper: The Educational Function of Punishment, Dr. Herman S. Piatt, Superintendent City Public Schools Coshocton. 3. Music: Violin Instrumental, Prof. Louis Goodman of the Capitol College of Oratory and Music, Columbus. 4. Address: All of Education for Each Student, President Charles F. Thwing, Western Reserve University, Cleveland. 5. Music: Vocal Solo, Miss Imogene Gardner of the Capitol College of Oratory and Music, Columbus. 6. Paper: The People's College, Superintendent Homer B. Williams, Chairman of the Executive Committee of the Ohio State Teachers' Association, Sandusky. 7. Paper: The Status of Public School Teachers of Ohio with Reference to Academic and Professional Training, Dr. Frank P. Bachman, Professor of History and Principles of Education, Ohio University, Athens.

**THURSDAY, DECEMBER 29, 1904,
7:30 P. M.**

Board of Trade Auditorium.

Presiding Officer: President Guy Potter Benton, Miami University, Oxford.

1. Music: Piano, Miss Katherine Gleason. 2. Prayer: Rev. Dr. J. B. Slocum, First Baptist Church, Columbus. 3. Music: Vocal Solo,

Mr. Cecil Fanning of the Capitol College of Oratory and Music, Columbus. 4. Address: Honorable Edmund A. Jones, State Commissioner of Common Schools, Columbus. 5. A Scotch Reading, (selected), Mrs. Katherine Oliver MacCoy, Kenton. 6. Address: Honorable Myron T. Herrick, Governor of the State of Ohio, Columbus. 7. Music: Piano, Miss Alice Crane. 8. A Reception at the Central High School given to the Visiting Teachers by the Superintendent and Principals of the City Schools of Columbus.

FRIDAY, DECEMBER 30, 1904,
9:00 A. M.

Board of Trade Auditorium.

Presiding Officer: Mrs. Samuel B. Sneath, Late President of the Ohio Federation of Women's Clubs, Tiffin.

1. Music: Piano, Czardas by Mac Dowell, Miss Edith Jones, Ohio University, Athens. 2. The Kindergarten's Place, Mrs. W. R. Benedict, Cincinnati. 3. Self-Expression, Mrs. Lulu H. Baldwin, Columbian High School, Tiffin. 4. The College and the Home, President Mary Evans, Lake Erie College, Painesville. 5. Music: Vocal, "The Wanderer"—Schubert, Miss Clara Bancroft, Ohio University, Athens. 6. Women's Responsibility as Voters, Mrs. George H. Hopper, Columbus. 7. Education of Women for Life in the Twentieth Century, Lillian W. Johnson, Ph. D., President of the Western College, Oxford. 8. Music: Mandolin, Miss Ludema A. Van Anda, Capitol College of Oratory and Music, Columbus.

FRIDAY, DECEMBER 30, 1904,
7:30 P. M.

Board of Trade Auditorium.

Presiding Officer: President Alston Ellis, Ohio University, Athens. Special Entertainment by the Ohio State Association of Elocution.

1. Song: (Selected), Ohio Wesleyan School of Music Quartette. 2. Reading: "King Robert of Sicily," *Longfellow*, Mr. Clare G. Olney, Akron. 3. Recitation: "Rosalind's Surrender," *Pauline Phelps*, Mrs. DeWitt H. Lease, Delaware. 4. Original Adaptation from "Les Miserables," *Victor Hugo*, Miss Lucy Dean Jenkins, Washington C. H. 5. Violin Solo: (Selected), Miss Edith Emma Bratton, Columbus. 6. Original Poems: (Selected), Mr. Edmund Vance Cooke, Cleveland. 7. Monologue: "Merely Mary Ann," *Zangwill*, Miss Mary E. Bassett, Cincinnati.

(General admission 25 cents. Members of the Convention admitted free upon presentation of membership cards.)

SPECIAL SESSIONS.

THE OHIO STATE ASSOCIATION OF
SCHOOL EXAMINERS.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Fourth Street School Hall.

1. The Examiner's Opportunity, J. L. Trisler, Hartwell. 2. Uniform Examinations, L. S. Knight, Congress. 3. High School Certificates, E. H. Foster, Glendale. 4. Implied and Discretionary Powers of the Examiner, C. S. Fay, Wyoming. 5. Retrenchment in Advertising and Other Expenses, H. H. Cully, Glenville. 6. The County

Examination and the Reading Circle, Lee A. Dollinger, Sidney.

FRIDAY, DECEMBER 30, 1904.

1:30 P. M.

Fourth Street School Hall.

1. Renewal of Certificates, W. M. Glasgow, Barberton. 2. The New Code as Applied to City Examinations, F. B. Dyer, Supt. Schools, Cincinnati. 3. The Relation of County and City Examinations to Higher Education, Dr. B. B. Breese, Professor of Pedagogy, University of Cincinnati. 4. Address, E. A. Jones, State Com. Schools. 5. Reports of Committees. Followed by general discussion.

THE OHIO TOWNSHIP SUPERINTENDENTS' ASSOCIATION.

THURSDAY, DECEMBER 29, 1904,

1:30 P. M.

West Assembly Hall, Great Southern Hotel.

I. Literature in the Township Schools.

1. In what grade can it be introduced? 2. How can it be presented? 3. How much? 4. The aim.

II. Classification of Pupils in Grades.

1. What has township supervision done for the betterment of grading the schools? 2. Is it advisable to adhere closely to per cents in making promotions? 3. Things that enter into the question of promotions. 4. In what do examinations fail? 5. The merits of the examination. 6. Should children be made aware of their actual standing in a grade?

III. Centralization.

1. Has it a tendency toward the

destruction of country freedom? 2. Is it successful? 3. Expense — as compared with old system. 4. The real advantages.

IV. Township High Schools.

1. Are they the product of township supervision? 2. Is the public, generally, favorable to them? 3. Are strong teachers employed for these schools? 4. Is the work of the township high school well done, when compared with the city? 5. How secure better apparatus and libraries?

FRIDAY, DECEMBER 30, 1904,

1:30 P. M.

West Assembly Hall, Great Southern Hotel.

II. Study.

1. Do you find difficulty in your schools with the children's inability to study? 2. Will supervision, and its resultant classification, afford relief?

II. The Recitation.

1. Its purpose. 2. How secure best attention? 3. In what branches can the Socratic method be dispensed with? 4. What is the effect of a "prepared" list of questions for the recitation by the teacher? 5. Are the hints on the next day's lesson and a retrospective glance at the preceding lesson in place in a recitation.

III. The Test.

1. How often should it be employed? 2. Should it be at regular, stated times? 3. What is its aim? 4. Does it lead to thorough preparation; or, 5. Has it a tendency toward cramming? 6. Does it dispense with the need of the examination?

IV. *The Teacher.*

1. Does township supervision increase the standard of the teacher's efficiency? 2. Is the Summer School a great aid to the teacher? 3. His outlook? 4. How much of the teachers' future do they have in their own control?

V. *The Township Superintendent.*

1. His duties? 2. His qualifications? 3. Account for the success of young men along this line. 4. Why is a young man, as a teacher inexperienced, able to supervise the work of a man of years of practice?

THE OHIO TEACHERS' FEDERATION.
The Public Cordially Invited to
This Session.

THURSDAY, DECEMBER 29, 1904,

1:30 P. M.

City Hall.

1:30, Invocation; Inaugural Address, "The Salary Problem," Dean Henry G. Williams, President, Athens. 2:00, the Mission of the Ohio Teachers' Federation, Prof. J. E. McKean, Canton. 2:25, Supervision of the Rural Schools, Supt. J. W. Zeller, Findlay, Chairman of Committee on Rural Schools. 2:45, County Supervision of Public Schools, Senator Lewis B. Houck, Mt Vernon. 3:05, Scholastic and Professional Requirements of the Inexperienced in Teaching for Admission to the Examination for a Certificate to Teach, Hon. James M. Carr, Supt. Schools, Cambridge. 3:25, Discussion opened by Supt. F. P. Geiger, Canal Dover. 3:35, the Names of All Candidates for Board of Education, However Nominated, Alphabetically arranged on One

Ballot, without Party Designation, Supt. F. G. Bettikofer, New Washington. 3:55, Should County Certificates be Valid in All Counties? W. O. Lambert, Prin. H. S., Barnesville. 4:15, General Discussion of Preceding Papers. Appointment of Committees.

EXECUTIVE SESSION.

Admission by Membership Certificate.

FRIDAY, DECEMBER 30, 1904,

1:30 P. M.

City Hall.

1:30, The Organization and Work of the County Branches, Supt. W. E. Kershner, Columbus Grove. 2:55, Reports and Recommendations of County President; Treasurer's Report, and Recommendations of Legislative Committee; General Discussion. Report of Treasurer, F. B. Pearson, Columbus. Report and Recommendations of Press Committee, R. O. Austin, Columbus. Report of Executive Committee.

Round Table Topics.

The Fundamental Principles of the Federation. Shall we have a Field or State Organizer? Shall the name of this organization be changed, to more clearly state its objects and to broaden its field of work? Amendments will be proposed on Membership Fee, and County Organization, for By-laws and Constitution.

THE OHIO COLLEGE ASSOCIATION.

THURSDAY, DECEMBER 29, 1904,

1:30 P. M.

Senate Chamber.

1. The Place of Philosophy in the College Curriculum, Dean

Trumbull G. Duvall, Ohio Wesleyan University. 2. The Work of the Christian College, President A. B. Riker, Mount Union College. 3. The Mission of the College Summer School, Prof. T. L. Feeney, Miami University. 4. Discussion, Principal J. H. Dickason, Wooster Academy. 5. Business meeting, (1) Report of Secretary, (2) Report of Treasurer, (3) Report of Committee on An Educational Policy for Ohio and the Requirements for the A. B. Degree, (4) Appointment of Committees.

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Senate Chamber.

1. The Southern Educational Problem, President Charles William Dabney, University of Cincinnati. 2. The College: What Should Its Purpose Be? President Lillian W. Johnson, the Western College. 3. The Aims of the Ohio Athletic Conference, Prof. W. P. Reeves, Kenyon College. 4. Election of officers.

THE OHIO STATE ASSOCIATION OF
ELOCUTIONISTS.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 634, Great Southern Hotel.

1. Invocation, Dr. B. L. McElroy, pastor of Broad Street M. E. Church, Columbus. 2. Address of Welcome, Mrs. William Oxley Thompson, Ohio State University, Columbus. 3. President's Address, Dr. Alston Ellis, Ohio University, Athens. 4. Paper, Our Relation to the Other Educational Associations of Ohio, Mr. Frank S. Fox, Columbus. 5. Discussion by the members of the Association.

6. Reading, A Few Bars in the Key of G—Clifton C. Osborne, Miss Lucia May Wiant, Dayton. 7. Reading, Aunt Melissy on Boys—Trowbridge, Miss Nellie Amber Crossen, Columbus.

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Room 634, Great Southern Hotel.

1. Question-Box, conducted by Mrs. Elizabeth Mansfield Irving, Toledo. 2. Paper, "Reading and Elocution in the Public Schools," Miss Jean B. Elwell, Xenia. 3. Address, "Debate in High Schools and Colleges," Mr. John Tryon Marshman, Galion. 4. Address, "Oratory in High Schools and Colleges," Mr. Robert Irving Fulton, Delaware. 5. General Discussion, led by Mrs. Flora Haroff-Sturgiss, Cleveland. 6. A Reading (Selected) Miss Grace E. Makepeace, Cleveland.

THE ASSOCIATION OF THE OHIO
TEACHERS OF DRAWING AND MAN-
UAL TRAINING.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 433, Great Southern Hotel.

1. Organization. 2. The Meaning and Use of Art, Dr. Orville E. Watson, Bexley Hall, Gambier. 3. Relation of Manual Training to Technical Education, C. H. Benjamin, Case School of Applied Science, Cleveland. 4. General Discussion.

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Writing Room, Great Southern
Hotel.

1. The Art that is Life, Hugo B. Froelich, Pratt Institute, New York

City. 2. The Arts and Crafts, Mrs. J. B. Thresher, Arts and Crafts Society, Dayton. 3. General Discussion.

THE OHIO STATE ASSOCIATION OF
ELEMENTARY TEACHERS.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 434, Great Southern Hotel.

1:30, "Real Advantages of Rural School Work," A. B. Graham, Supt. of Springfield Township Schools. 2:00, "The Value of History Study in Primary Grades," Amy Weihr, Critic Teacher, State Normal College, Ohio University, Athens. 2:30, "The School's Part in Character Building," (Leader to be announced later). 3:00, Appointment of Committees.

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Room 434, Great Southern Hotel.

1:30, "Teaching Literature in the Grammar Grades," Miss Kate Lowrie, Lancaster. 2:00, "Teaching English in the Grades," Mrs. Richards, Teacher of English, State Normal College, Miami University, Oxford. 2:30, "The Playground," (Leader to be announced later). 3:00, Reports of Committees. Election of Officers.

THE OHIO STATE ASSOCIATION OF
COUNTY INSTITUTE INSTRUCTORS.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 633, Great Southern Hotel.

1. Is a definite scheme for doing uniform work at Teachers' Institutes practicable? 2. If there is a tremendous loss in our present haphazard methods of conducting in-

stitutes, enumerate the causes of the loss. 3. How does Ohio compare with other states in doing efficient institute work? 4. What percent of Ohio Institutes are failures? Medium? Good? 5. Do the teachers now care in what month institutes are held? 6. What percent of city and county boards paid teachers for attending the institute? 7. Would the institutes instructors now doing satisfactory work be willing to have their work determined by some uniform program? 8. What kind of work is counted most satisfactory by the teachers? 9. Do the teachers agree as to what constitutes a satisfactory institute?

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Room 633, Great Southern Hotel.

1. Does the successful institute depend upon the instructor or upon his subject—more upon what he says or how he says it? 2. What can be done for the promotion of a professional spirit among the teachers? 3. Of what are teachers' examinations a test? 4. Does the institute stimulate successful teaching? 5. Should Ohio institutes be held after the opening of the school year? 6. How make the O. T. R. C. a beneficial factor of the county institute? 7. Should there be a uniform rate for institute work? 8. How can I best invite myself to return?

SPEAKERS.

Edward P. Childs, Prin. High School, Newark; Supt. W. E. Kershner, Columbus Grove; Supt. G. C. Maurer, New Philadelphia; Supt. J. E. Collins, Batavia; Supt. H. H. Helter, Wapakoneta; Supt. H. B. Williams, Sandusky; Prof. H. G. Williams, Athens; Dr. Als-

ton Ellis, Athens; Prof. Ed. Mills, Athens; Dean Minnich, Oxford; Supt. Frank Dyer, Cincinnati; Supt. M. E. Hard, Chillicothe; Supt. Chas. Van Cleve, Mansfield; Supt. E. A. Hotchkiss, St. Marys; Miss Anna E. Logan, Oxford; Miss Lillian Faris, Athens; Miss Margaret Sutherland, Columbus; Prof. Frank S. Fox, Columbus; Miss Lucia May Wiant, Dayton; Supt. Chas. M. Davis, Berlin Heights; Supt. P. C. Zemer, Celina; Supt. J. W. Swartz, Greenville; Prin. H. E. Hall, Mansfield; Prin. J. H. Dickason, Wooster; Prof. F. Treudley, Athens; Prof. S. A. Long, Dayton; Supt. Arthur Powell, Middletown; Supt. J. W. Zeller, Findlay; Supt. Ed. Van Cleve, Steubenville.

THE OHIO STATE ASSOCIATION OF
SECONDARY TEACHERS.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 534, Great Southern Hotel.

1. Call to Order. Appointment of Committees. 2. English in the High School, Frank Sweitzer, Canton. 3. The Fundamentals of Science Training, J. H. Spohn, Gallipolis. 4. Some Experiences in Laboratory Mathematics, Franklin T.

Jones, Cleveland. 5. The Accrediting of High Schools by Colleges and Universities, Dr. J. Remsen Bishop, Detroit, Michigan.

FRIDAY, DECEMBER 30, 1904,
1:30 P. M.

Room 534, Great Southern Hotel.

1. Reports of Committees. 2. Election of Officers. 3. The One-Session Plan, S. F. Ball, Toledo. 4. For College or for Life, Jas. H. Patterson, Glen Roy. 5. High School Fraternities, H. C. Sherman, Columbus.

THE PAIDOLOGICAL SOCIETY.

Oscar Chrisman Chairman, Athens.

THURSDAY, DECEMBER 29, 1904,
1:30 P. M.

Room 533, Great Southern Hotel.

1. Paper: The Importance of Directing Children's Tastes in Reading, Miss May Templer, Instructor in English and History, East Palestine. 2. Paper: Elements of Leadership, Superintendent Clement L. Martzloff, New Lexington. 3. Real Stories of Child Life, given from reminiscences and observations by members of the society.

The Ohio Educational Monthly

PUBLISHED AT

57 East Main St., Columbus, O.

O. T. CORSON, EDITOR AND PROPRIETOR.
F. B. PEARSON, MANAGING EDITOR.

SUBSCRIPTION RATES.

Single subscriptions, cash, or subscriptions taken at the institutes, \$1.00 each. Single subscriptions, time \$1.25. Subscriptions taken at the institutes and not paid before December 1, or within three months of date of institute, \$1.25 each. Cash renewals \$1.00. Time Renewals \$1.25. Single number 10 cents.

MONEY should be sent by express draft, money order or registered letter. Make all remittances payable to O. T. CORSON.

THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and must give both the old and the new address.

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

IMPORTANT ANNOUNCEMENT REGARDING THE FUTURE PLANS AND PURPOSES OF THE MONTHLY.

For fifty-three years the OHIO EDUCATIONAL MONTHLY has been published as the organ of the Ohio State Teachers' Association, by which Association it was founded in January, 1852. Ten years ago it was purchased by the present editor, who desires for a few minutes to dispense with the editorial "we" and talk to the readers of

the MONTHLY regarding some plans and purposes of mutual interest.

The experiences of the past ten years as editor have been as a rule most pleasant. With the help of loyal friends I have done all in my power to maintain the standard set by my predecessors and to make each month's issue of some real value to the teachers of the public schools whose highest interests it has been my earnest purpose to try to promote.

To say that I have not been fully satisfied with the results attained is but to state the common experience of all persons, engaged in school work, who are conscious of their limitations and realize that the best they can do falls far short of being as good as they desire. Judged from this point of view, the results of all effort are discouraging.

As the teacher, when disappointed in the results of his best endeavor, finds his most satisfactory reward in the gratitude of loyal pupils and patrons, so the editor of an educational journal derives his greatest encouragement from the kindly expressed appreciation of his readers. In this particular the pleasure of the work of the past ten years has been equalled only by the gratitude which has been felt for the generous support given.

So much for the past. Now a few words as to the future. It is a genuine pleasure to announce

that Mr. F. B. Pearson, who has been a regular contributor to the MONTHLY for several years and who has served as editor a part of the time during my illness and absence will now take charge as Managing Editor. He has proved himself a most competent "Office Boy," to quote the title he has applied to himself, and is in every way entitled to the promotion.

My interest, both financial and educational, in the continued success of the MONTHLY will be increased rather than diminished under the new administration and the freedom from worrisome details thus insured will serve not only to hasten recovery to health but also to furnish an opportunity for the prosecution of work which I hope may be of some interest and benefit to the readers of the MONTHLY.

On account of the postponement of the State Teachers' Association this year there could be no special number in July containing the full proceeding of this meeting, but the enlarged numbers issued in October, November and December have, in a measure at least, compensated for this loss. These extra numbers have brought from the readers of the MONTHLY so many kindly expressions of appreciation and such substantial returns in subscriptions as to warrant the announcement that for the coming year four special numbers will appear at such times as will make them especially valuable to

the teachers and schools. Other plans for the immediate future include a number of new features which will certainly prove helpful to all.

Each month's issue will speak for itself and I trust that under the new management the MONTHLY may merit a continuation of the support of all its present subscribers and the addition of many new names to the list. All who feel that it is worthy of support will confer a favor upon the management by sending in the names of teachers who are not subscribers, but who may be interested in sample copies, which will be sent free to all such persons.

All letters intended for the MONTHLY should be addressed to 57 East Main street, Columbus, Ohio, and all remittances should continue to be made payable to O. T. Corson or OHIO EDUCATIONAL MONTHLY.

O. T. CORSON.

* * *

THE next State Examination will be held in Columbus, December 27-29, 1904. Address all communications to the clerk of the Board, Dr. C. C. Miller, Lima, Ohio.

* * *

Two young men were teaching in the same township. One was a student; the other was not. The student had a daily programme of work to which he adhered with strict fidelity; the other had a *penchant* for appearing on dress-parade. The student

is now teaching in a large high school at a salary of more than \$1,000; the other is not teaching. All this in the short space of five years.

* * *

THE child was restless and inattentive. Perhaps the teacher was saying the same thing in the same way now for the *n*th time. At any rate the child was restless, so the teacher screeched, "I'll take ten per cent off your deportment." Shades of Socrates, Froebel, and Pestalozzi! Ten per cent off the deportment! The teacher isn't resourceful enough to interest the child and then tries to prove that the child is at fault! What tyrants we are, to be sure! But we take the salary with a smile.

* * *

WE KNOW of one county examiner who gives applicants a grade of one hundred per cent. in reading. This is a great help in bringing up the average grade, but we venture the assertion that neither the applicant nor the examiner says very much about this grade in reading.

* * *

IN THE examination in literature last month, applicants were asked to name ten books which they would recommend to pupils with a view of cultivating a taste for good reading. The question was eminently fair and yet there was one answer, that we know of, that ought to banish the teacher from the school-room and confine him within the

precincts of some good college or normal school for a year at least. Where that teacher has lived that he knows so little about good books is beyond our comprehension.

* * *

IT is our pleasure to call special attention to the advertisements in the MONTHLY and to bespeak for those who advertise courteous consideration on the part of our readers. Several new advertisements appear in this issue, several of which, as will be seen, pertain to Columbus. No more reliable business houses can be found than the ones represented in these pages, and we hope our readers, when in Columbus, may find it pleasant to cultivate their acquaintance.

* * *

THE teacher who permits the boy to reason that education is to give him immunity from work is making a grave mistake. If this were true, then education would become a detriment. One purpose of the schools is to help the boy find his work and give him courage and strength to do it—and to do it well. To say that education fits a boy for life is to say that it fits him for work, for life is work. We live to work, not the reverse. If the schools fail to convince the boy of the dignity of honest work, they have lost a great opportunity, and have done but little that is worth while. To find the value of X to-day is but to acquire the habit of work and the skill that will enable

us to find the value of that larger X in the years to come.

* * *

IT SEEMS to be the order of the day to inaugurate College Presidents in Ohio just now, and the week is indeed dull that does not witness at least one such function. This being so, it seems pertinent to inquire whether the policy of these new men will be to adhere to the traditions of the hoary Past in perpetuating preparatory departments in the colleges over which they preside. Springfield, Delaware, Athens, Granville, Oberlin, Oxford, Wooster, Westerville, Marietta, and Alliance all have good high schools and the wonder is that the colleges in these cities and towns did not long ago delegate the work of preparation to these high schools. Of course, if these preparatory departments are run "for revenue only" we have nothing more to say.

* * *

THE pendulum has begun to swing back now and we are beginning to think and talk about elimination. What a fascination the expression "enriching the course" had for us only a short while ago! Now we are becoming too rich, and must needs find a way to reduce the surplus. The old regime of bleeding must come into vogue again. Now, if some sage or *savant* will only discover some sovereign remedy, some educational "antifat" medicament, he will make a name for himself that will endure

through several moons. After this flurry is over, and the eliminating hurry-scurry has subsided we shall probably find time to look about us a little, and, when we do, we shall see that the child still occupies the center of the stage, waiting his turn in the pedagogical hurly-burly.

* * *

THE county examiners are having their own troubles just now. One of them reports to us the case of a man who has been teaching for fifteen or more years but who can not make a creditable grade in literature. He confesses that he has never read the play of "Julius Cæsar." Still this man is strong on Least Common Multiple and thinks he ought to have a certificate. It puts the examiner, with a conscience, in a close place. The chances are that the teacher in question has not been reading any educational paper, that he has not done any work in the Reading Circle, that he does not try to improve. The procession has gone past him and now he will be inclined to throw stones. In just such cases as this can the examiner do wholesome missionary work and hold up the standards.

* * *

WE have often heard facetious remarks concerning book-agents, but the truth is that the men who travel for book publishers are very useful members of society and we all owe them a debt of thanks for coming to us and giving us information that would be difficult to

obtain otherwise. Besides, these men are selected because they have keen minds, that have been well cultivated. Hence it is or ought to be a pleasure to have them come around, for in nearly every case they are men who have ideas and know how to express them. There is still another point that should be kept in mind. Were it not for them we would be in danger of becoming provincial. When they come they bring the news and spirit of the entire state, and ought to be welcome on this account.

* * *

It is a safe prediction that the next meeting of the State Association will be the largest and best in the history of that organization. We are on a better footing educationally, in Ohio, than ever before and teachers will be more anxious than ever to meet at Put-in-Bay to celebrate this new era in our educational life. The vitalizing impetus that has been given to school matters during the past year will tend to stimulate interest in this meeting of the State Association. The teacher in the district school has been made to feel that he is an integral part of the great teaching force of Ohio and more than ever before will he desire to attend this meeting in order to become more closely identified with the leaders in school affairs. The Committee will see to it that a rich feast is spread for the hosts that will be

present, and every one may confidently expect a great meeting.

* * *

ENTERPRISING merchants have long known that the word "cheap" appeals very strongly to the average American, and, hence, they often advertise accordingly. No fault can be found with people who buy as cheaply as possible if only the goods have the quality. But to buy goods that have only the element of cheapness to commend them is extravagant to say the least. This is true in every avenue of trade. The teacher who buys cheap devices or cheap literature for her school merely because it is cheap, without thought as to its ultimate effect upon her school is pursuing a short-sighted policy. "The best is none too good" and what we are trying to do in our schools is to make the best better. There is always plenty of cheap shoddy stuff to be had but no teacher whose standards are high, and who sets the proper estimate upon childhood will tolerate it in her school. She is satisfied only with the best.

* * *

It often seems quite easy for public speakers to descant eloquently upon the subject of civilization, and we teachers take up the term with avidity and think, at times, that we have compassed its complete significance. But, come to think of it, it is far easier to recount what has been done than to forecast what will be done. We can not predict

the events of the future with any great degree of certainty. We can only surmise, and dream. If we could only know that this boy with freckled nose, tousled hair, and boots run over at the heels, who comes lounging into school this morning, will in twenty years be surveying a railroad in Africa, why, in that case, we should be a deal more careful to see to it that he make no mistakes in his arithmetic. This boy is the factor in civilization that most nearly concerns us and through him, if at all, are we to perform our part in helping forward the civilization of which we talk so much and know so little.

* * *

PRESIDENT Hadley of Yale said in an address recently, "The man who cheats in a football game will cheat in business," and logic as well as psychology would seem to sanction his conclusion. This being the case, there is a grave responsibility resting upon those who have athletics in charge. There is glory in winning the game, to be sure, and the winners are applauded and lionized, but if these same winners know that they won the game dishonestly they will come to think in time, that the only policy to be pursued is to win the game. There is no need to moralize in this connection. It is sufficient to say that the teacher, who convinces the boys that it is better for them to lose than to win by dishonest methods, has done them a real service. There

are strong temptations at every game — but if the schools and colleges will insist upon "clean" playing, business interests of the future will be the better for it.

THE DAYTON MEETING.

It was good to be at home again and to feel the grasp of friendly hands. This accounts for the two thousand teachers at Dayton Nov. 11 and 12, who were made to feel that the Dayton teachers long ago learned the lesson of hospitality. There were flowers, and flags, and banners, and music, and dainty viands, and honest, hearty, friendly greetings. There was good work done in the schools with a minimum of the show element. So good was some of the work that visitors thought it review work, but were informed that such was not the case. Supt. Brown and the teachers had worked out a plan by which different phases of the work of the schools could be seen at different buildings and this proved a great convenience to the visiting teachers. Friday was devoted to visiting schools and enjoying the reception at Steele High School. The program opened on Friday evening before an audience that a king might be glad to address, or even a President. Music was furnished by the Metropolitan Male Quartet of Dayton and the many encores proved their popularity. The opening prayer by Dr. W. A. Hale was fer-

vent, eloquent, and inspiring. The inaugural address by Dean H. C. Minnich showed clear thinking and a large conception of the teacher's work. The address on "Abraham Lincoln and Higher Education" by Dr. Edwin H. Hughes was a masterpiece, in logic, in diction, and in eloquence. No more wholesome or eloquent plea for the best in education was ever made before this body of teachers. The address of Supt. J. A. Shawan on Saturday morning on the subject of "Elimination" was a clean-cut forceful presentation of the subject and the general verdict was that it was the best piece of work he ever did on the platform. All were eagerly anticipating Dr. Chas. W. Dabney, President of Cincinnati University, but they heard Prof. Hicks instead. Dr. Dabney failed the Southwestern meeting only a short time ago, and this his second failure with the same audience in part was not accepted with complete resignation. Besides, Prof. Hicks was handicapped from the start by coming as a substitute. Punctuality is a prime virtue in Ohio as elsewhere. Barring this break in the program the meeting was excellent, and the expressions of pleasure were universal.

SUPT. J. M. H. FREDERICK.

Like many other strong school men of Ohio, Supt. Frederick was reared on a farm and thus acquired that fiber that inevitably comes from working with the hands. His

proud position to-day as one of the sterling leaders in educational matters can be accounted for in part, at least, by the fact that he was not born with "a silver spoon in his mouth," but was compelled to work out his own salvation, with or without "fear and trembling." On his father's side he traces his ancestry back through seven generations to Germany; and on his mother's through the Scotch-Irish and English to France and Germany. Up to the age of fourteen he attended a district school and then a "select" school at Copley, Ohio. Later he entered the preparatory department of Hiram College where he spent five years under that superb man, Dr. A. B. Hinsdale. In 1886 he graduated from Amherst under Dr. Julius H. Seelye. His rather intimate association with these two really great men was the best feature of his college training for they gave to him a definition of manhood as well as education.

It was his settled intention to begin teaching as soon as he graduated, but was diverted from this course for a time by an offer to take a position on the editorial staff of the *Cleveland Leader*. For nine years he continued in newspaper work, for the most part in Akron. During these years he was correspondent for several leading papers, and wrote occasional articles for magazines. He also compiled a book entitled "National Party Platforms," which ran through two-

large editions and found its way into the hands of the leading statesmen and politicians of the country. In 1895 he accepted his present position at Lakewood and has seen his corps of teachers increase from nine to thirty-four. In recognition of his splendid services the Board

than \$2,600. The Board pays his expenses to meetings of the N. E. A. and no doubt believes it a profitable investment. Besides holding about all the offices of the county and sectional associations he has served as Director and member of the Nominating Committee in the



SUPT. J. M. H. FREDERICK.

of Education has voluntarily increased his salary from year to year until he now receives the highest salary of any superintendent in Ohio—in a town of the same size. His salary with sundry extras now amounts to more

N. E. A. and is now Vice-President and the only northern Ohio member of the National Society for the Scientific Study of Education. The only feature of his school work that he is inclined to boast of is that a scolding teacher is hard to find in

Lakewood. He has a wife and two daughters and is proud of them. They are proud of him also, and hence his home life is ideal.

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excellent music. The next meeting will be held at Port Clinton.

— Supt. F. P. Geiger and his teachers are working under the stimulus of an increase in salary all along the line, and their love for their work is no less on this account. Their salary for institute was also paid without a murmur.

— The following educational associations of Ohio will hold meetings at Columbus, December 28-30: The Ohio College Association, The Association of the Ohio Teachers of Drawing and Manual Training, The Ohio Township Superintendents' Association, The Ohio State Association of County School Examiners, The Ohio State Association of Secondary Teachers, The Ohio Teachers' Federation, The Ohio State Association of Elementary Teachers, The Ohio State Association of Elocutionists, The Ohio Library Association, The Ohio Academy of Science, The Paidological Society.

— In the November *McClure's* there is an article under the caption "The Parent," which all teachers, especially, will read with great interest. Sometimes we read for information and sometimes for confirmation.

— S. B. Moffet is President and Miss Remah Naus is Secretary of the Goshen township (Hardin Co.) association, which has arranged to hold meetings every two weeks during the year.

— Supt. J. J. Rumbaugh, of Alger, is conducting affairs in his town to the complete satisfaction of his patrons.

— The Teachers' Club of Middletown have issued their programme for the season in very attractive form and their sessions will certainly be interesting and profitable. The lecturers are Dr. Chas. F. Thwing, Dean Henry G. Williams, Dr. R. T. Stevenson and Dr. Guy Potter Benton. The officers of the Club are President, C. B. Palmer, Jr.; Vice-President, Miss Mame Fitzgerald; Secretary, Miss Iva Bevenger. The Club is composed of 46 active and 7 honorary members.

— The high schools of Reynoldsburg and Worthington will hold a joint debate at Reynoldsburg December 23 on the Russian-Japanese question, and Supts. Gantz and Gruver are busy preparing for the event.

— D. C. Heath & Co. have published a History Syllabus for secondary schools which has been prepared in accordance with the recommendations of the Committee of Seven. This book will appeal to every teacher of history because of the very apt suggestions it gives for teaching the subject.

— Supt. E. D. Lyon, of Madisonville, recently purchased a fine stereopticon for his school which will be used in several of the departments.

— Prin. J. R. Fenstermaker, of the 15th District School, Dayton, who was incapacitated for active work for some time by reason of a broken leg, is able to go about again with the aid of a cane.

— Mrs. Credola Summers, one of the teachers at West Jefferson, died of pneumonia November 9th, after a brief illness. She was a lady of noble spirit and her death was a great loss to the community.

— Dr. Herbert Welch, of Mt. Vernon, N. Y., has been chosen President of Ohio Wesleyan University, at Delaware, and will be formally inaugurated at the commencement season in June.

— Supt. F. A. Sheets, of South Solon, has made a good start in his work and the outlook for the future is bright.

— Miss Lenore Lockhart, the 7th grade teacher in the Livingston Avenue School, Columbus, has an unusual record as a disciplinarian. By her subtle power she can transform the most unpromising boy into a gentleman and do excellent teaching all the while.

— Steele High School, Dayton, has an enrollment of 1166, with a teaching force of 37.

— Prin. E. P. Childs, of Newark, is kept comfortably busy looking after the interests of 362 pupils and doing his full share of teaching.

— F. M. Townsend, formerly superintendent at Newark, is now living in Coldwater, Mich., and is devoting his time to organizing tours to Europe and elsewhere.

— Supt. Arthur Powell has arranged with Dr. J. W. Redway to deliver a course of ten lectures in Middletown in February. The afternoon subjects will be especially adapted to teachers, and the evening ones to the public in general.

— Steele High School had between 600 and 700 visitors on November 11, and Prin. Chas. L. Loos as well as the teachers had a busy day.

— The Weaver School, Dayton, over which Prin. Ed. Brown presides, received many compliments upon the excellence of the work by the Central Ohio visitors.

— The Ohio State University has an enrollment of 1723, which is a large increase over last year.

— Miss Grace Stivers, Dayton, is an excellent teacher of history as the many visitors who thronged her room November 11 will all testify.

— The officers of the Central Ohio Association for the ensuing year are as follows: President, Supt. L. B. Demarest, Marysville; Vice-Presidents, Prin. C. D. Everett, Columbus, Supt. J. D. Simkins, Newark, Miss Helen Vieil, Chillicothe; Secretary, Miss Marion Schlessinger, Xenia; Execu-

tive Committee, Supt. Wm. McClain, London, W. H. Meck, Dayton, Supt. J. W. Swartz, Greenville.

—Supt. W. H. Kirk, of East Cleveland, is one of the most progressive school men in Ohio, and his merit is recognized by his Board. He has been in his present position fourteen years, with an increase of salary each year. Under his guidance the schools have grown from 6 teachers and 200 pupils to 32 teachers and 1100 pupils, with 160 in the high school.

—Supt. E. B. Weeks, of Waynesfield, has an enthusiasm in educational matters that is infectious and that inspires all those about him to greater effort.

—At the dedication of the new high school building at Glenville the Board of Education presented the superintendent and high school teachers a large bouquet of American Beauty roses. This is a decided innovation and shows large both for the teachers and the board.

—Miss Lena G. Roling, of Columbus, has primary work this year at Glenville, and in this line of work she has no superiors.

—C. E. Fouts, the efficient teacher of drawing in Galion, has been compelled to discontinue work for a time by reason of ill health.

—D. C. Bricker, of St. Mary's, is one of the county examiners and in the front rank of efficient work-

ers in the interests of schools and teachers.

—Supt. Wm. Beachler, of New Bremen, is complete master of the situation, and his work shows the artistic touch.

—Work has begun on a new high school building in East Cleveland which will cost \$95,000. It will contain 10 school rooms, 3 laboratories, 3 manual training rooms, a library room, commercial room, art room, gymnasium 90 x 32 feet, auditorium seating 800, a kitchen, lockers, rest rooms, and offices.

—Supt. E. A. Hotchkiss, of St. Mary's, has recently enlarged the equipment for science work, having fitted up a chemical laboratory to accommodate his large class of twenty-eight.

—Auglaize county had an excellent meeting at New Bremen October 29th. The round-table led by Supt. H. H. Helter sparkled all the while. Miss Anna Logan and Supt. J. N. Swartz both gave most interesting and helpful addresses. F. B. Pearson was on the programme also. Supt. Beachler looked after the comfort of visiting teachers, and the whole day was delightful.

—The new principal of the high school at St. Mary's is Miss Caroline Schulenberg, and the assistants are Miss Bertha Stearns and Miss Lillian Williams. These are

all strong teachers, and the work is going on finely.

— Prin. John Huntsman has been compelled to resign his position in the Ottawa schools by reason of illness, and Miss Sackett has been promoted to his position.

— Miss Ethel Eastman, of Ottawa, is teaching second and third grades at Kalida this year most successfully.

— Dr. T. J. Sanders, of Otterbein, gave two excellent addresses at Leipsic November 19th at the meeting of the Putnam County teachers. James T. Begg, Mrs. Ella Powell, and Supt. W. G. Stover were on the programme also, and acquitted themselves well.

— Supt. H. E. Hall, of Cygnet, is arousing great interest among the patrons of his school. On November 18 he held a popular meeting in which himself and other local teachers had prominent parts. Supt. N. D. O. Wilson, of Bowling Green, also addressed the meeting.

— Defiance county held a good meeting at Sherwood, October 29. Dr. J. J. Burns spoke on "The Growth of Education," Supt. Beck, of Hicksville, on "Germs in Diseases," Miss Gillam on "Our New Possessions—Hawaii"—and Supt. R. W. Mitchell, of Defiance, had charge of the round table topics, a few of which were School Organization, Opening Exercises, Grading

Rural Schools, Program for Country Schools, and Boards of Education.

— Dr. J. J. Burns and his daughter Jennie, have gone to Florida to spend the winter. Their address is St. Petersburg.

— Frank Wilson's latest is that chickens are very religious, seeing that so many of them enter the ministry.

— Supt. W. G. Stover, of Kalida, is meeting with positive success in his new field. A neat sum was realized from an entertainment recently which he is expending for library purposes.

— The Southwestern Association has arranged to celebrate the twenty-fifth anniversary of the association in April and there is no doubt that it will be a great success.

— Supt. Arthur Powell gave two excellent addresses before the Preble Co. teachers Oct. 29, the one on "Geography" and the other on "A Plea for Broader Culture."

— The name of Supt. Ralph Huston of Wayne Tp., Butler Co., was omitted from our list last month. He is having much success in this field.

— Defiance College is enjoying an exceptionally prosperous year.

— The village of Farmer has established a library and is hoping to have centralization in the near future.

— Supt. J. M. Martin of Weiser, Idaho, is making appeals to parents in the public press and in this and many others ways is showing true Buckeye enterprise and zeal.

— The new East School Building at Middletown was formally dedicated Nov. 14 with an elaborate and very interesting program. In addi-

— Defiance, Hicksville, Farmer, Mark, Ney, Ayersville, Sherwood and Highland are having better attendance in the High Schools than ever before. This includes nearly all of the schools in Defiance Co.

— Dr. Burns will be glad to hear from Reading Circle members regarding the work and may be ad-



EAST SCHOOL BUILDING, MIDDLETOWN.

tion to the parts taken by local people including H. J. McCoke, President of the Board of Education, addresses were made by Dr. Edwin Brown, Dayton, Supt. Darrel Joyce, Hamilton, and Hon. E. A. Jones, Columbus. We are glad to publish a cut of the building in this issue.

dressed for a few months at St Petersburg, Fla. In going thither he sends greetings to all his friends in the Circle and out and hopes that all O. T. R. C. members will realize that the only way to get the work done is to do it. There are no proxies in this work, no substitutes.

— Hicksville Tp., Defiance Co., is transporting two of the rural schools to the city this year. They experimented with one last year and it was so satisfactory that it is likely that the township will centralize as rapidly as the old rural buildings are unsafe.

— The Jefferson Co. examiners have issued a pamphlet giving regulations and suggestions relating to examinations. The members of the board are W. H. Maurer, Wilson Hawkins and D. W. Matlack.

— The Champaign Co. meeting at St. Paris Oct. 22 was good every way. Harry Roberts of Thackeray, and Miss Florence Mann read papers on the general subject of History, Prof. C. L. Williams of Denison University spoke on Charles Lamb, and Prof. J. V. Denney of Ohio State University spoke on English.

— Dr. Chas. W. Dabney was inaugurated as President of the University of Cincinnati Nov. 16th, and the occasion proved one of the most notable educational events in the history of Cincinnati. Eighty colleges and universities were represented. Dr. W. O. Thompson of Ohio State University spoke for the colleges of Ohio. Dr. Dabney took for the subject of his inaugural "Democracy and the Schools" and gave a masterly address.

— Dr. J. P. Gordy and Prof. John L. Lowes, of Harvard will

be the Institute instructor in Champaign Co., Aug. 28 to Sept. 1, 1905.

— The Jefferson Co. branch of the Ohio Teachers' Federation held a rousing meeting at Steubenville Nov. 12. The speakers were Supt. S. K. Mardis, Prin. W. H. Maurer, Charles Simeral, Supt. E. M. VanCleve, Supt. Wilson Hawkins, J. E. McKean and Prin. Henderson.

— The Sandusky Co. teachers held their first quarterly session at Gibsonburg Nov. 12, Supt. Breslin presiding. Supt. Richardson of Woodville gave a talk on Brigham's Geographical Influence in American History. W. O. Smith of Fremont spoke on Our Constitution, Its Inconsistencies and Omissions. H. Brugger of Fremont spoke on Nature Study. Miss Gilbert of Clyde read a paper on Robert Burns and Mr. Shaffer of Clyde spoke on Art Teaching. All the papers and addresses were full of interest. The large attendance, the excellent addresses and good music made the session a notable success.

— Dr. Lewis Bookwalter was inaugurated as President of Otterbein Nov. 4th. Among the speakers for the occasion were President H. C. King of Oberlin, Hon. E. A. Jones, Prof. A. B. Shauk and Dr. J. T. Sanders.

— An effort is being made at the Ohio State University to organize what will probably be called The University Club, whose membership

will be composed of college and university men in Columbus and vicinity. The object will be to promote wholesome educational sentiment as well as good fellowship. Prof. W. W. Boyd has been a prime mover in the matter.

—“In God’s Out-of-Doors” is the most beautiful and interesting nature book we have seen and fortunate the person who finds a copy among his Christmas treasures. It may be had of A. H. Smythe, Columbus.

—Miss Ilena Swain, of Troy high school goes this year to Mansfield high school to take charge of the literary work and assist in the department of English. She is fast proving herself a worthy addition to that corps of teachers.

—Commissioner E. A. Jones is a member of a committee of five to confer with state superintendents throughout the United States to secure authority for the endorsement and validation of teachers’ certificates of high grades issued by other states. The committee will meet in Chicago, December 14. The other members are all state superintendents as follows: A. S. Draper, New York; G. W. Nash, South Dakota; W. W. Stetson, Maine; W. T. Carrington, Missouri.

—Ralph W. Buck of Cardington who graduated from Ohio State University last June is the new science teacher in the high school at Xenia.

—Miss Mabel Kutz who teaches second grade at Avondale school, Columbus, spent her vacation at the summer school at Ann Arbor, doing advanced work in Latin and English Literature.

—A. L. Percy of Lancaster, Pa., has charge of the commercial department in the high school at Mansfield. He has had successful experience in Pennsylvania and Indiana and Mansfield is particularly favored in securing such a man for this growing department of the high school.

—W. F. Gephart, formerly superintendent at Williamsburg is hard at work in the Ohio State University. He was recently appointed a member of the board of examiners in Pickaway County and the teachers of that county are to be congratulated. He is one of the coming men in Ohio school affairs.

—The new teachers in the high school at Youngstown, this year, are: Geo. P. Chatterton, a graduate of Ohio Wesleyan; Carl Zellers of Oberlin; W. H. Partridge of Oberlin; F. F. Herr, Western Reserve; Miss Miriam Thomas of Western Reserve; Miss Emily Wolcott of Mt. Holyoke.

—The new grade teachers at Greenville are: Miss Klyde Whiteley, third grade; Miss Emma Harbison, fifth and sixth; Miss Maurine Breslin first; Miss Grace Wheeler, fourth; and Miss Mabel Leitch, fifth. All these young

ladies have had Normal School training and are well fitted for their work.

"Where does the clerk of the weather store

The days that are sunny and fair?"

"In your soul is a room with a shining door,

And all of those days are there."

"Where does the clerk of the weather keep

The days that are dreary and blue?"

"In a second room in your soul they sleep

And you have the keys of the two."

"And why are my days so often, I pray,

Filled full of clouds and of gloom?"

"Because you forget at the break of day,

And open the dreary room."

—Supt. A. B. Graham of the Springfield Township schools notes the following beneficial results of supervision in his township: First class school sentiment; most of teachers graduates of high school or equivalent; school attendance exceeding 90 per cent; thirty in Springfield high school as against six, four years ago; a real interest in Patterson graduation; seven beautifully framed pictures in each school; in each school about 200 books in elegant cases; interest in the traveling library; music teacher; salary increased from \$50 to \$60 for nine months; a list of over 100

in elementary agriculture; more homes and school grounds beautified — over 4,500 plants having been distributed at nominal prices; increased interest in farmers' institutes; provision for free lecture course in the township.

—Miss Charlotte Field of Detroit has entered upon her work as supervisor of music in the schools of Findlay and her work is received with great favor.

—Supt. Zeller of Findlay had a good exhibit of school work at the Hancock County Fair. He knows what good work is and knows how to arrange to have it done.

—In reference to obtaining copies of the school laws, Commissioner Jones says: A supply of the edition of the revised school laws of 1904, has been sent to each County Auditor for free distribution. While we would gladly mail a copy of the laws direct to each person making such request, it will be readily understood that it is impossible to do so, because of lack of funds to pay postage. We are, therefore, compelled to ask persons desiring copies of the laws to secure them from the sources above named, or send us the necessary postage (7 cents) for mailing.

—Miss Effie McKinney the teacher of Latin and History in the Greenville high school is a graduate of Western Reserve and formerly taught at Mechanicsburg.

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Very plainly the remedy is to increase the number of teachers. This may be possible in Germany, but in this country it is easier said than done. In many sections of the United States, notably in the west and on the Pacific seaboard, the demand for teachers already exceeds the supply. In Chicago only a few weeks ago the numbers and qualifications of teachers left so much to be desired that the question of importing them from other cities was seriously debated. It was assumed and with much reason that the inadequate pay had induced prospective teachers to embrace other and more lucrative callings. In Pennsylvania, too, the low pay of teachers and the impossibility of increasing it, mainly on account of the mingling of politics and education, are fruitful subjects of newspaper discussion. Even in Cleveland, whose school system leaves less to be desired than those of most cities, teachers are frequently compelled to take care of more children than should be the case in justice to themselves or their charges.

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are as follows: Oscar Chrisman, Chairman Executive Committee, Athens; John J. Richeson, Secretary, Westfield; Frank P. Geiger, Treasurer, Canal Dover; Aaron Grady, Auditor, Nelsonville; Geo. W. Tooill, Transportation Manager, Columbus.

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— The first quarterly meeting of the Ottawa County Teachers' Association met at Lakeside, October 28th. Those taking part were Miss Geraldine Burr and Principal L. G. Bruce, of Lakeside; Miss Helen McConkie, of Port Clinton; Mrs. Sarah R. Gill, of Oak Harbor; Miss Gertrude Pomeroy, of Genoa. Mr. L. G. Billings, of La. Carne, read a paper on the "Ohio Teachers' Federation." Mr. W. P. Stevens, County Secretary of Ohio Teachers' Reading Circle, gave a very encouraging report of that work in this county. Prof. Hull, violinist, of Marblehead, and the Lakeside High School Mandolin Club favored the Association with

Lakewood. He has a wife and two daughters and is proud of them. They are proud of him also, and hence his home life is ideal.

About the first of February he hopes to occupy the elegant new high school building, which will cost, when completed, about \$85,000.

Slowly but surely Supt. Fredrick has worked his way to an exalted position in the profession, and his reputation as a strong, safe, reliable school man is not confined within the limits of his own state. His example will no doubt inspire many a young teacher to work hard, to rise above small things, and to be satisfied with nothing short of the highest and best.

TOO HEAVY BURDENS FOR TEACHERS.

According to dispatches from Berlin, a decree has been issued placing at forty the maximum number of public school pupils to be taught by one teacher. The story goes that Emperor William on a recent visit to a village school found one teacher trying to keep in order and instruct no less than fifty-eight children. On his return to Berlin he decreed the reform above mentioned. Commenting on his experience he remarked that such a state of things was cruel to the teacher. He might have added that it was also unfortunate for the children.

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—Prin. Chas. F. Hill of Belle Center has 57 in the high school this year and the work is moving along satisfactorily to all.

—O. H. Charles of Hillsboro is in the South Charleston high school this year teaching history and algebra.

—The senior class in the Celina high school numbers twenty-three, the largest number in the history of the school. The teachers are all working with renewed zeal under the stimulus of increased salaries.

—The enrollment of the high school in Hillsboro has reached 192, and of the grades nearly 700. W. S. Baird who has been teaching in Illinois for some years has charge of the commercial department.

—The Cleveland schools had last year 1,300 women teachers and 96 men, making a total of 1,396 teachers. The total number of pupils was 66,214—of which number 4,151 were in the high schools.

—Charles Bonham is the new teacher of science in the high school at Madisonville. He succeeds I. W. Driehaus who has taken a leave of absence for a year in order to attend Teachers' College, New York. Mr. Bonham has almost completed his course at Miami University and his entire fitness for the position he assumes is well established.

—Miss Anna Beiswenger, teacher of fifth grade at Madisonville

has been granted a year's leave of absence to attend the Normal College of Chicago University. Her place has been taken by Miss Fanny Crugar.

—Supts. Wilson of Bowling Green and Robinson of Fostoria were judges of the Educational Exhibit of the Hancock County fair. Both good men for the place.

—The officers of the institute in Wood County are as follows: President, E. B. Walling, Weston; Secretary, Miss Mame Shives, Bowling Green; Ex. Com., W. E. Beemar, Scotch Ridge, E. E. Dancer, Grand Rapids, D. A. Taylor, Perrysburg. The instructors for next year are Dr. T. S. Lowden, Dr. J. A. Culler, Mrs. Anna Friedmann, and Miss Anna Shay. The meetings of the year will be held as follows: November 12, at Weston; January 28, at Cygnet, and April 29, at Perrysburg.

—Mr. Sweitzer, formerly of Leipsic, O., succeeds Mr. Powell as principal of a ward school at North Baltimore.

—Supt. H. E. Hall of Jersey City succeeds J. C. Buto at Cygnet.

—Supt. C. E. Stinebaugh, of Milton Center follows Supt. W. O. Smith at Weston.

—Miss Winnifred Skelton, supervisor of music and drawing at Charlotte, Mich., for the last three years, succeeds Miss Anna Gray Sycks in the same subjects at Bowl-

ing Green. Miss Sycks resigned to go to Ironton for music at an advanced salary.

—One of the most horrible accidents which has occurred in the history of our schools is that which readers of the MONTHLY have doubtless noticed in the daily papers as happening at the village of Pleasant Ridge on the morning of the 23rd of September, whereby nine pupils lost their lives. There was every reason to suppose that the floor of the closet was in good condition, nor was the number of pupils in the place an unusual one. The most profound sympathy has been expressed for the bereaved community. Pleasant Ridge is a village situated a few miles to the northeast of Cincinnati and it is a delightful residence suburb of the city. The superintendent T. L. Simmermann, is one of the most capable and respected school men in that section of the state, the school board is composed of excellent men, and deplorable as was the accident, it is hard for those who are well acquainted with the circumstances, to know how any mere human foresight could have prevented it.

—The Schoolmasters' Club of Cincinnati and vicinity has recently rented quarters in a convenient downtown business block where all visiting school men will be cordially welcomed. It is the intention of the management of the organization to

hold monthly a meeting of all members, where there will be a discussion of important educational questions of the day and where the social side of man will also receive a little cultivation. E. W. Wilkinson is the efficient head of the organization.

—Good teachers are in great demand in many parts of our state. At the opening of school Supt. Cadman of Norwood was short five teachers, nor was it an easy matter to fill the places.

—Miss Mary W. Thomas of London was promoted from the second to the seventh grade and was succeeded by Miss Hattie B. West in the second.

—Supt. H. L. Hodges has begun his fourth year at Tontogany. The schools have prospered during his administration and the enrollment has been increased nearly fifty per cent.

—Supt. Wm. McClain of London spent the summer at Chicago University reading such juvenile literature as Calculus, Variations, Problem of Three Bodies in Celestial Mechanics, and Quarternians. He will probably "tackle" the multiplication table next summer.

—Miss Margaret Feldner, formerly principal of a ward school has been promoted to the high school in Mansfield, as teacher of German. Mrs. S. S. Dew succeeds her as principal.

—Supt. S. T. Dial, of Lockland, has two sons in regular attendance at Harvard, one of whom graduates this year.

—The New International Encyclopaedia in seventeen volumes has been completed and now stands forth a noble monument to scholarship and enterprise. Nothing equal to it has ever been produced and it will be the standard for many a day.

—Miss Bessie J. Mumma teaches writing and drawing this year in the schools of South Charleston.

—Miss Julia Strong who has been teaching for the past five years in Atholl, Mass., goes this year to the Mansfield high school, as teacher of history. Miss Strong is a graduate of Smith College and has also been a student at University of Chicago. She has a record of most successful teaching.

—Supt. W. E. Kershner, Columbus Grove, has arranged for an excellent course of lectures which is a new venture in his town.

—John C. Adams, superintendent of the schools of Madison township, Lake county, succeeds the late Homer Kimball on the board of county examiners.

—There were five graduates from the high school at Carrollton in June. Of these, two have gone to college, and two are teaching. Why not make it unanimous?

—Bartlett Gates, of Huntsburg, has been appointed to the vacancy on the board of examiners in Geauga county occasioned by the resignation of Geo. C. Von Bessler.

—Edward M. Otis has begun his work as principal of the high school at Willoughby. The school this year is the largest in its history.

—Supt. I. C. Guinther has a way of putting things in the new school manual that will command attention and admiration. His careful explanations of matters that interest parents especially should be read by all who are striving to bring about a close union between the home and the school. Here is one of his sentences in which the patriotism rings true: "We believe that our citizens agree with us in this that the best we can command for our youth is none too good, and that our youth are entitled to a preparation for life that is second to none."

—Supt. F. Linton, of Salineville, has been appointed to membership on the board of examiners in Columbiana county to succeed Supt. J. L. McDonald, of Wellsville, who for twenty-five years has held the position and done the work to the satisfaction of all concerned and made a record for himself of great honor. Supt. Linton is a most worthy successor.

—Supt. Geo. P. Harmount, of Jamestown, has resigned to accept

a position as teacher of mathematics in East High School, Columbus.

— Supt. H. E. Axline, of Brooklyn, had to provide for one hundred new pupils at the opening of school. Miss Martha Baker is the new principal of the high school, Miss Ella Trautman, of Cleveland, the new special teacher of German and high school assistant, and Mrs. G. J. Williams of Brooklyn, the special teacher of music. Miss Mira Moon continues as supervisor of Speer work.

— Supt. Darrell Joyce, of Hamilton, is making a good record, and his good work is winning favorable comments among the people of his city and the school men of the state.

— We present here a statement regarding the teaching force in the high school of Coshocton, with the special training of each teacher and subjects taught:

W. L. Richter, principal; graduate of Otterbein and post-graduate of Chicago University. Teaches mathematics. Miss Mabel G. Hazen; graduate of Smith College and Bridgewater, Mass., Normal. Teaches Latin. Wallace Craig; graduate of University of Illinois and post-graduate of Chicago University. Teaches sciences. Arthur Rarig; graduate of Northwestern University. Teaches English and history. E. W. Cresap; graduate of University of Illinois. Teaches German, mathematics, and English.

A. E. Hosmer, supervisor of music, gives a half-year of regular work in the high school, which is counted for graduation by those taking it. Similarly, a half-year of reading (elocution) is given by Miss Lillian Cairnes, supervisor of reading and physical culture. Both these subjects are elective.

— Supt. C. C. Biglow, of Ayresville, is the new superintendent at Continental. He is succeeded at Ayresville by Otto A. Myers.

— R. H. Henderson is the new high school principal at Toronto.

— The situation at Middletown is well expressed in a letter from Supt. Arthur Powell, from which we extract the following:

At the close of last year a new scale of wages for the teachers of our schools was adopted increasing the wages in five grades depending on experience. The salaries of three positions in the high school were increased. The school year was made to consist of nine and one-half months, and the teachers paid for ten months of service. Miss Elizabeth Martin, formerly supervisor of music at Circleville, comes to us as supervisor of music and physical culture. New teachers employed are Miss Jessie Crauder, Germantown; Miss Jennie Amos, Cambridge; Miss Nellie Lennox, Ithaca, Mich.; Miss Bertha Turner, Columbus; Miss Mary Straman, Ottawa. These are all in the grades. The new year has opened

very satisfactorily. We have the largest high school in several years. The new courses adopted at the close of last year are helping materially. The three higher classes in high school gave a reception to the Freshman last night which was a great success. We have about twenty Patterson graduates in our high school—the largest number in the history of the school.

—The following statements touching the new alignment at Newark show that Supt. Simpkins has had "busy work" of late:

U. G. Sanger, assistant principal of the high school, teaches physics, chemistry, and algebra. Prof. Sanger holds A. B. degree from the Ohio Wesleyan University at Delaware, Ohio, spent a summer at the Lake Observatory of the O. S. U.; did a year's special work in the sciences at Cleveland, has had several years' successful experience as teacher in graded schools, principal of high schools, and as superintendent of schools. He has been principal of the St. Mary's high school for several years, and was re-elected there for the present school year at an increase in salary of nearly two hundred dollars. He resigned to take up special work in the sciences in the high school of Newark.

Louis C. Kline, A. B., and A. M., director of the commercial department of the Newark High School, has had several years' successful experience in public and private

commercial schools. He sold a flourishing commercial school which he had organized and built up to considerable proportions at Ottawa, Ohio, to accept his present position.

C. M. Bookman, A. B., took his degree at Otterbein University and has had successful experience in school work. His subjects are algebra, general history, and rhetoric. Although a young man, Prof. Bookman is well equipped for his work.

Miss Eleanor Murphy, A. B., was graduated from Vassar with the class of 1904. Miss Murphy teaches Latin and algebra. Her course in college was planned with view of preparing for teaching, and she was appointed by the faculty of Vassar as tutor in Latin. She brings the very highest evidence of her qualifications.

Miss Ruby Jones, A. B., is a graduate of Denison University, and has been assigned to the sixth grade, new West building. Miss Jones has done supply work with entire satisfaction, and is well equipped for her chosen profession.

The following newly appointed teachers are graduates of the Newark high school, and have had one year training prescribed by Dr. F. Martin Townsend, former superintendent of schools. The work assigned consisted in the reading of professional books, visiting schools, meeting the superintendent for instruction, and acting as supply teachers: Miss Ada Sims, fourth

grade, Central building; Miss Acsah Taylor, third grade, West building; Miss Ethel Metz, second grade, Mill Street building; Miss Grace Gorby, third grade, East Main Street building; Miss Florence Hull, second grade, East Main Street building; Miss Florence Hart, first grade, Texas school; Miss Edith Blaisdell, first grade, Mill Street building. Miss Blaisdell took a course in the Columbus Normal School after her graduation from the Newark high school.

—Chas. E. Haigler at one time teacher of Sciences in Xenia and later in Central High School, Columbus, is now instructor in mathematics and physics in the Michigan School of Mines at Houghton, Michigan.

—Dr. William N. Hailman formerly superintendent of schools at Dayton, has accepted the chair of Psychology in the Chicago Normal School.

—Supt. E. M. Van Cleve of Steubenville has been engaged for institute work next year in Preble, Morgan, and Holmes counties.

—Supt. A. C. Fries of Grove City is planning a lecture course for his town under the auspices of the schools. This sort of leadership greatly redounds to the good of the community.

—The Wooster high school offers efficient training in commercial branches. It has 44 pupils in book-

keeping and 27 in short-hand and typewriting. These two studies are offered as electives in the third and fourth years to those who have completed the first and second years of the course. High school graduates who are well trained in book-keeping, shorthand, and type writing are in demand.

—Wooster high school opened with an enrollment of 250. This school is the pride of the city. A fine new Carnegie Library building under the direction of the Wooster board of education is nearly completed. The movement is carried on according to the Public Library Act of the last extraordinary session of the Ohio Legislature.

—The new high school principal at Wadsworth is S. M. Miller who graduated at Wooster last June.

—The Steubenville board of education will soon begin the erection of a new high school building which is to be up to date in all respects. School affairs are in excellent condition under the able leadership of Supt. Van Cleve and everybody seems happy.

—The Sidney high school opened with 200 pupils and all of them very happy in their new high school building on the hill—all newly revamped and furnished up for them.

—Principal B. U. Rannels of East High School, Cleveland, acquires his daily in-take of ozone behind one of the finest roadsters in

Ohio. This versatile gentleman varies his programine by leading during school hours and driving after school hours.

—Edwin O. Koch graduated from Wooster in June and is now principal of the high school at Lisbon.

—Miss Jessie Dillman, teacher of music and drawing, gave such excellent satisfaction at Carrollton last year that the people of Minerva longed for her services. This year she teaches in both places—three days in Carrollton and two in Minerva.

—At the time of his death, Homer Kimball held eight positions: Representative from the Lake-Geauga district, Mayor of Madison, editor of the *Madison Review*, superintendent of schools, county examiner, superintendent of a Sunday school, director in a bank, and director in a trust company.

—The Delaware high school had 285 pupils at the opening as against 241 last year.

—Frederick M. Wood pays a high tribute to the late Hon. Homer N. Kimball, concluding with these words:

Homer Kimball is dead. There is grief unutterable at the thought, and voiceless sorrow. To those who knew this brave, strong, cheerful man, the sunshine can never again be quite as bright, the sky as blue, or the earth as beautiful, as they were before he went.

—George C. Von Bessler, formerly superintendent at Middlefield, and one of the examiners of Geauga county, has been elected superintendent of the schools at Madison to succeed the late H. N. Kimball.

—Miss Carena Jackman, of the Carrollton schools, spent a part of her vacation in the summer session of Mt. Union, and Miss Wilma Dunlap and Miss Arilla Patterson at Wooster in the summer school.

—Arthur J. Parsons, a graduate of Ohio Wesleyan, and a son of Prof. Richard Parsons, the beloved "Dickey," is superintendent of the schools at Powell.

—Miss Mabel Cratley, principal of the Delaware high school, resigned last summer and Miss Maude Myers, one of the teachers, was promoted to her place. Miss Ruth Westfall resigned also, and Miss Maude Schultz was elected teacher of English, and Miss Mary Clingan teacher of Latin. These were promoted from the grades, and all three of these teachers graduates of O. W. U.

—Floyd Rittenour, who has taught science in the Delaware high school for two years has entered O. W. U. as instructor in chemistry, and is succeeded by D. H. Leas, who graduated in Delaware last June.

—Miss Margaret Sutherland will lecture before the Columbus teachers and their friends, at intervals of one week, beginning early in Jan-

uary on the following subjects: 1. Shakespeare, Poet and Dramatist. 2. The Roman Plays of Shakespeare. 3. Milton and Wordsworth. 4. Burns and Scott. 5. Byron, Shelley, and Keats. 6. Browning and Tennyson. 7. England's Greatest Essayists. 8. America's Greatest Essayists. 9. Thackeray and Dickens. 10. Elizabeth Barrett Browning and George Eliot.

—For twenty years Timothy Cole, the acknowledged master of wood-engraving of the world, has been in Europe for *The Century* reproducing the masterpieces of art for the pages of the magazine. Here have appeared the greatest works of the masters of the Italian, Flemish, Dutch, and English schools. Mr. Cole is now engaged in reproducing the work of the Spanish masters, and superb examples of their art will appear from time to time. The artists whose work will appear in *The Century* during 1905 include all the notable illustrators of the present day.

—Supt. J. P. Sharkey of Van Wert held his first city institute December 1-3, with the following instructors: Mrs. Richards, Oxford; Dr. Treudley, Athens; Hon. E. A. Jones, Columbus; Prof. W. W. Boyd, Columbus; C. V. Hoke, Van Wert and Miss Celina Ferguson, Van Wert.

The railroads, through the Central Passenger Association, have granted half-fare rates, plus twenty-five cents, from all parts of the State to the Allied Association meetings. This rate is granted only to those who have certificates signed by the transportation manager of the Allied Educational Associations of Ohio. A certificate can be secured free of cost by sending to the transportation manager, Mr. Geo. W. Tooill, 81 West Ninth Avenue, Columbus. Those who will send the membership fee, fifty (50c.) cents, along with the request for the certificate, will receive also a membership card, which will entitle admission to the Friday evening entertainment free of charge.

AMONG TEACHERS AND SCHOOLS—I.

After nearly two years of enforced retirement from active work, on account of sickness, there has come to me once more the joy, many times multiplied because of the experience of these years, of being able to mingle again in a small way in the work of teachers and schools.

November 25 and 26 were two delightful days spent in the Randolph County (Indiana) Institute, whose teachers make up one of the most inspiring audiences it has ever been my pleasure to address.

November 28 was truly a Red Letter Day in Camden, where the

new school building, one of the best for the money expended in the State, was dedicated. Superintendent Fortney's address of welcome was carefully prepared, well delivered, and reflected great honor on both himself and the school. Dean H. C. Minnich, of Oxford, preached the dedicatory sermon and gave evidence of possessing preaching power which will no doubt bring him additional pulpit honors. The pleasure, which was mine on this occasion, in being able to be present and to talk to the old neighbors and friends of the progress and welfare of the school, so dear to my heart because of the many precious memories connected with its past, can not well be described. Camden is to be congratulated upon her progress educationally and the school, which first became a power more than thirty years ago, under the principalship of Thomas A. Pollok, certainly promises much for the future. As one of his boys, I shall never cease to be grateful to Mr. Pollok for his instructions and inspiration and, in common with scores of others, shall ever continue to revere his memory.

The return trip of this journey was via Cincinnati, where a telephone call at Superintendent Dyer's office brought the information that he was out in the schools, and would not return until after school hours. Think of it! The superintendent of a large city like Cincinnati actually *at work among his*

teachers! No wonder Superintendent Dyer is, in the best sense, popular with teachers, pupils, school board and patrons. President Cooley, of the Department of Superintendence of the N. E. A., has made a wise choice of Superintendent Dyer as leader for the City Superintendents' Round Table for the Milwaukee meeting.



SUPERINTENDENT F. B. DYER.

A brief stop was made at Madisonville, to learn how Supt. E. D. Lyon, the successor of Superintendent Dyer, is behaving. He, too, was found at work in the new high school building, which is a model in many respects, and is delighted with his associations, not only with his own excellent corps of teachers but also with his co-workers in the county, whom he de-

scribes as being most cordial and friendly in their relations. All of this simply proves that there is nothing the matter with Hamilton County.

O. T. CORSON.

UNIFORM EXAMINATION QUESTIONS.

THEORY AND PRACTICE.

1. What professional training have you received either before or since you began to teach? 2. Why is it important that a teacher should ever be a student? Make a brief outline of course of study to be pursued by an earnest teacher. 3. What do you understand by theory of teaching? Write at least five principles that should be embodied in this theory. 4. What do you understand by practice? Write at least five principles that should govern a teacher in his practice. 5. "There is a natural order in which the powers of the mind should be exercised, and the corresponding kinds of knowledge taught." This principle has been specialized in the form of maxims of elementary teaching. State five of these maxims. 6. Distinguish between the terms science and art, in reference to teaching. 7. Comment briefly and clearly on instruction, training and teaching. What is the special aim in each? 8. Define intellectual power and distinguish between it and skill. 9. State in what manner and to what extent you comply with the law in reference to scientific temperance instruction. 10. What faculty is involved in moral training? How do you give moral instruction? What do you understand by culture of the feelings?

GRAMMAR.

1. Write the following quotations, choosing between the words in brackets. State after the quotation the reason for your choice in each case.

"And here's a prophet { that } I brought with me.
{ that }
{ whom } I found
{ whom }

With many hundreds treading on his heels."

"For tomorrow I go over land and sea In search of the Holy Grail;

{ Will } never a bed for me be spread,
{ Shall }

{ will }
Nor { shall } a pillow be under my

head

Till I begin my vow to keep;

Here on the rushes { will } I sleep
{ shall }

And perchance there may come a vision true

Ere day create the world anew."

2. Analyze the first quotation above. 3. Make a list of the subordinate clauses found in the second quotation and give the syntax or construction of each subordinate clause. 4. Make a list of all the verbs in both quotations and give the mode of each verb. 5. Make a list of all the words used as substantives in the second quotation and give the syntax of each.

ARITHMETIC.

1. Find the decimal which when added to the difference of 9-200 and 0.002775 produces the square of 0.215. 2. A can do a piece of work in 2 hrs., B in $2\frac{1}{2}$ hrs., and C in $3\frac{1}{4}$ hrs. How much of the work can they do in 20 minutes, all working together? 3. Find the principal that will amount to \$131.88 in 2 yrs. 11 mo. 15 dys. at 6%. 4. Write an example in trade discount and give solution. 5. Sold an invoice of books at a loss of $16\frac{1}{2}$ per cent. Had I paid \$400 less my gain would have been 25 per cent. What was the selling price? 6. A's money added to $\frac{1}{3}$ of B's, which is to A's as 2 is to 3, being put on interest for 6 yrs. at 4% amounts to \$744. How much money has each? 7. I received \$4,850 and a consignment of 2000 barrels of flour which I sold at \$7.50 a barrel and invested the net proceeds and cash in cotton; how much did I invest in cotton, my commission being 3% for selling and $1\frac{1}{4}$ % for buying, and the expenses for storage and freight \$350? 8. What should be paid for a 6% stock that 8% may be realized on the investment? 9. When do the hour and minute hands of a watch coincide between

eight and nine o'clock? 10. A bushel measure and a peck measure are of the same shape. Find the ratio of their heights.

WRITING.

1-3. Discuss position in writing: (a) Position of body. (b) Position of book or paper. (c) Position of pen or pencil. 4. Which should receive greater attention, form or movement? 5. How are skill and speed produced? 6. Should there be much practice outside of the copy book? Why? 7. Why should the teacher require neatness and care in all written work? 8-10. Your own penmanship in this paper will be allowed a maximum of 30 points.

ORTHOGRAPHY.

1. Mark "o" so as to indicate all its sounds and write words to illustrate. 2. Define synonyms and homonyms. Give three or more examples of each. 3. Indicate the proper pronunciation of billows, cupboard, allopathy, squalor, and St. Louis. 4. Define subvocal and aspirate and give three examples of each. 5. Spell correctly the following: Willamette, inferred, incite, doggerel, euphonious, hypocrisy, flaccid, prophesy, psalm, vegetarian, colossal, sanitary, bicycle, criticise, millinery, Delaware, mortgaged, cynical, fascinate, surveillance.

PHYSIOLOGY.

1. Why is ventilation of importance to the human body. 2. How is the heat of the body produced? How regulated? 3. What is meant by common sensations? By special sensations? By instincts? 4. What are the differences between veins and arteries? 5. What is digestion? Describe the various processes in digestion. 6. Is water a food? Why? Is alcohol a food? Why? 7. What is nicotine? Where found? What is its effect upon the body? 8. How should poisoning be treated? 9. Describe the heart. 10. What changes occur in bones with advancing age? How is dead bone replaced?

GEOGRAPHY.

1. Sketch or describe briefly the drainage system of Ohio. Locate the principal watershed. 2. What and where are the following: (a) Korea; (b)

Dneiper; (c) Hecla; (d) Greenwich; (e) Guam? 3. What is the most direct water-way from London to Calcutta? 4. Why are there so few large rivers flowing into the Pacific Ocean? 5. What would be the probable cargo of a vessel loading at (a) Havana; (b) Para; (c) Yokohama; (d) Marseilles; (e) Calcutta? 6. Between what parallels is Ohio included? What is the motto of Ohio? Name in the order of time the cities that have been the capital of the state. 7. Locate (a) the U. S. Naval Academy; (b) Tasmania; (c) the largest city of Asia; (d) the highest mountain of South America; (e) the largest river of Europe. 8. What are some of the causes that determine the location of cities? Give three illustrations. 9. How do the waters of Lake George reach the Atlantic Ocean? Of Chautauqua Lake? 10. What are ocean currents? By what are they caused? Describe the Gulf Stream.

ENGLISH LITERATURE.

1. Who was the father of English prose? Tell something of his work. 2. What was the effect of the Norman Conquest upon the literature of England? 3. Name five eminent writers of the "Elizabethan Age" and one or more works of each. 4. What period of English history is covered by Milton's life? Quote from "Paradise Lost." 5. In what departments of literature have Macaulay, Emerson, Thackeray, Lowell and Motley excelled? 6. Name five works of fiction that may be read profitably by the student of history. Give a reason for each selection. 7. Who wrote the following: "Gulliver's Travels", "Looking Backward", "Pleasures of Hope", "Fireside Travels", "Annabel Lee", "Hail Columbia", "Over the Teacup", "Telling the Bees", "Romola", "The Song of the Chattahoochee"? 8. Name five American humorists. 9. Give the names of five prominent American writers in the Colonial period and a work of each. 10. Suggest a ten-book course in general reading for a boy preparing to enter the High School.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Compare Plymouth and Jamestown, the Puritan and the Cavalier. 2. What were Writs of Assistance? The

Stamp Act? The Mutiny Act? The Boston Port Bill? 3. Briefly compare the "Articles of Confederation" with the Constitution and show the superiority of the latter over the former. 4. Give the two great causes which led to the Civil War and show how these great questions were settled by that war. 5. What great work was accomplished by Commodore Perry? Commodore Decatur? Admiral Farragut? Admiral Dewey? Admiral Sampson? 6. What states were formed out of the Northwest Territory? Out of the Louisiana Purchase? What territories have not yet been admitted as states. Name our island possessions. 7. What is the object of all governments? State difference between a republic and a democracy. 8. What are the chief powers of Congress? How are Senators and Representatives chosen? 9. Name the federal courts. How are the Judges chosen? Give the salary of Supreme Court Judges. 10. What is meant by Standard of Money?

GENERAL HISTORY.

1. Describe the great European expedition of Xerxes and give results. 2. Describe briefly the Athenian government at the time Demosthenes delivered the celebrated Philippics. Give the origin of the word Philippic. 3. Contrast the condition of the Empire during the time of Augustus with its condition A. D. 476. 4. What was the situation when "Cæsar crossed the Rubicon"? What were some of the chief consequences? 5. Name some of the causes that contributed to the downfall of Athens and Rome. 6. Describe briefly the Norman conquest of England. 7. Give some account of the battle of Tours. Why is this included in the decisive battles of the world? 8. Who was the real founder of the Russian empire, and what was his character? 9. Assign to proper place in history: Cromwell, Henry of Navarre, Garibaldi, Wolsey, Bacon. 10. Name ten books you would recommend to the student of history.

ALGEBRA.

1. The length of a rectangular room is to its width as $1\frac{1}{2}$ is to $3\frac{1}{2}$, and the length is 12 feet more than the width. Find the dimensions of the room. How many feet in its perimeter? 2. One

number is $\frac{3}{4}$ of another number, and their product is 54. What are the numbers? 3. Expand by the binomial theorem: (1) $(a+b^2)^3$; (2) $(a^2-b^2)^7$. 4. (1) Find the 10th term of $(x^2-2b^2)^{12}$. (2) Find the 7th term of $(a+b)^n$. 5. If y varies as the sum of two quantities, one of which varies as x directly, and other as x inversely, and if $y=4$ when $x=1$, and $y=5$ when $x=2$, find the equation between x and y .

6. (1) $\sqrt{4x+2}=4-\sqrt{x}$ Find x .

(2) Form the equation whose roots are $\frac{4}{5}, \frac{3}{7}$.

7. Solve for x and y .

$$\begin{cases} \frac{1}{x^2} + \frac{1}{y^2} = 1 - \frac{1}{125} \\ \frac{1}{x} + \frac{1}{y} = 1 - \frac{1}{5} \end{cases}$$

8. The perimeter of one square exceeds that of another by 100 feet; and the area of the larger square exceeds 3 times the area of the smaller by 325 square feet. Find the length of their sides. 9. If a carriage wheel $14\frac{1}{2}$ feet in circumference takes one second more to revolve, the rate of the carriage per hour will be $2\frac{1}{2}$ miles less. How fast is the carriage travelling? 10. A cistern can be filled by 2 pipes running together in 2 hours 55 minutes. The larger pipe by itself will fill it sooner than the smaller by 2 hours. Find the time in which each pipe separately will fill it.

LATIN.

1. Make a complete classification of the letters in the Latin alphabet. Give the rules for division of Latin words into syllables. 2. Give the rules for quantity of vowels and syllables. 3. Give the rules for accent of syllables. What do you understand by parasitic vowels? Illustrate. 4. Make a complete classification of Latin pronouns and give an example of each. Decline two of the pronouns used in the examples. 5. What do you understand by the periphrastic conjugation? Of what parts of verbs is the active periphrastic conjugation made up? 6. What do you understand by deponent verbs? In which modes and tenses do they occur? Write a Latin sentence in which a deponent verb is used and translate it. 7. *Cæsar Remos cohortatus liberaliterque oratione prosecutus omnem senatum ad se con-*

venire principumque liberos obsides ad se adduci iussit. Quae omnia ab his diligenter ad diem facta sunt. Ipse Diviciacum Aeduum magnopere cohortatus docet, quanto opere rei publicae communisque salutis intersit, manus hostium distineri, ne cum tanta multitudine uno tempore configendum sit. Id fieri posse, si suas copias Aedui in fines Bellovacorum introduxerint et eorum agros populari coeperint. His mandatis eum ab se dimittit. Give the principal parts and the construction of all the infinitives in the above selection. Give the derivation, etymology and syntax of all the participles found above. Make a list of all the verbs in the subjunctive mode and state the rule for the use of each in the selection above.

RHETORIC.

1. What is rhetoric? Name the common divisions of rhetoric and state of what each treats. 2. Name the essential qualities of good style in composition. 3. How does epic poetry differ from lyric poetry? Give two good examples of each, naming the author of each example. 4. What is a rhetorical figure? Write an example of a rhetorical figure and state the kind of figure you have written. Which figures are most nearly allied in use and meaning? 5. What is emphasis? Give three rules relating to emphasis in discourse. 6. What is a barbarism? Give an example. What is meant by purity of diction? Quote an example. 7. Give examples of antithesis, metonymy, epigram, and irony. 8. Write a loose sentence and tell why it should be called a loose sentence. Write a balanced sentence and tell why it is so called. 9. What is verse? Define iambic pentameter, and write a couplet in that measure. 10. What are objectional effects of punning upon the mind? State the dangers and disadvantages of wit.

GEOMETRY.

1. What is a plane angle? Draw one and state upon what its magnitude depends. Name all the other kinds of angles and draw an example of each. 2. Define trapezoid, and trapezium, rhomboid, and illustrate each definition. 3. Prove: "In the same, or equal circles, two angles at the center have the same ratio as the intercepted arcs." 4. Explain fully the "theory of limits" used

in your demonstration of the theorem above. 5. Prove: "The common chord of two intersecting circles, if produced, will bisect their common tangents." 6. Prove: "The diagonals of a trapezoid divide each other into segments which are proportional." 7. The side of the base of a regular hexagonal pyramid is 3 feet and its lateral surface is 10 times the area of the base; required the volume of the pyramid. 8. The volume of a frustum of a cone is 646.8824 cubic feet, the diameter of one end is 7 feet and of the other 9.5 feet; required the altitude.

LITERATURE.

1. What period of English history is known as "The Anglo-Saxon Era?" Name five writers of this period and one production of each writer named. 2. What period of English history is known as "Norman England"? Name three of Scott's writings that treat of this period. Which of these has special reference to the development of the English language? 3. What dates mark the limits of what is generally known as "The Age of Chaucer"? Name the principal writings of Chaucer. State the general effect of his writings upon the English language. 4. For what are the names of John Wyclif and Sir John Mandeville noted? 5. What is meant by the "Renaissance"? Name the works of Scott and Shakespeare which relate to the age of the Renaissance. 6. Name at least five writers of the "Elizabethan Age" and the most important literary work of each. 7. Give a brief sketch of the work of Edmund Burke. What three methods of dealing with America does Burke suggest, and by what arguments does he support the method he favors? 8. Name five American writers of the Revolutionary period and the chief production of each. 9. Name the author of each of the following: "Bracebridge Hall", "The Fable for Critics", "The Scarlet Letter", "The Flood of Years", "The Skeleton in Armor", and one other production of each author. 10. Name five American women who attained literary prominence and at least two of the noted productions of each.

PHYSICS.

1. Why is it easier to lift a body by means of a movable pulley than by a fixed pulley? Give the law of equilib-

rium in case of a movable pulley. 2. State the laws of the pendulum. What should be the length of a pendulum to vibrate quarter-seconds? 3. Why will an iron ship float on water? 4. Describe the essentials of the (a) incandescent light; (b) the arc light. 5. Give an illustration of refraction of light. Draw a diagram and explain. 6. Describe the formation of an image upon the retina of the eye. 7. What apparatus would you suggest to illustrate the subject of heat in physics? 8. Describe an experiment illustrating the transmission of heat by convection; by conduction. 9. Explain the principle by which a barometer indicates the height of a mountain. Describe an aneroid barometer. 10. Determine the temperature of the air when the velocity of sound is 1150 feet per second.

BOTANY.

1. Describe the reproductive process in Angiosperms. 2. Define the following: Transpiration, Respiration, and Photosynthesis. 3. Describe as many methods as you can by means of which plants secure cross-fertilization, and state why this is of advantage to the plant. 4. Make a drawing of a complete flower with epigynous corolla, and name the different parts. 5. Define the following and give examples of each: Akene, Berry, Samara, Legume and Capsule. 6. Give the distinguishing characteristics of the following natural orders of plants, and give an example of each: Compositae, Papilionaceae, Gramineae, Ranunculaceae and Cruciferae. 7. Classify food-materials, naming the principal kinds and telling how each is obtained by the plant. 8. What is osmosis and of what importance is it to plants? 9. Distinguish between Monocotyls and Dicotyls; between Parasites and Saprophytes, giving examples in each case. 10. Explain the morphology of the following: Petals, Thorns of Honey-locust, Tendrils of Sweet Pea, Prickles of Rose and Root-hairs.

CIVIL GOVERNMENT.

1. Define government. Define civil government. Name the different forms of government and give an example of each. 2. According to the United States Constitution, who are citizens? 3. Why is a government justified in imposing taxes? 4. (a) Mention five powers the

Constitution gives to Congress; (b) Three denied to the United States by the Constitution; (c) Two things that the Constitution guarantees to every state. 5. Describe two methods of proposing amendments to the Constitution. 6. What are the various stages through which a bill must pass to become a law in this state? 7. How are petit jurors selected; how often; what are their duties? 8. What is meant by a court of original jurisdiction? What is an appellate court? Give an example of each, and state the kind of cases in which the appellate court has jurisdiction. 9. Describe the jurisdiction of the Court of Claims. 10. What powers are granted to Congress by the Constitution over (a) postal affairs; (b) money; (c) taxes; (d) District of Columbia?

PHYSICAL GEOGRAPHY.

1. What forms the subject of geographical science? Name five of the problems investigated in physical geography. 2. How does physical geography differ from geology? How is the earth related to the sun and other heavenly bodies? 3. How would you ascertain the difference in the longitude of two places, the difference in time being known? What is the reason for this relation of longitude to time? 4. What do you understand by the relief of a continent? State the five laws of relief. 5. Which continents most clearly illustrate the first law of relief? Give examples of the position of the main axis, as expressed in the second law of relief. 6. Give an acceptable theory in explanation for oceanic currents. Describe the currents of the Atlantic Ocean. 7. Upon what does the capacity of the air for receiving vapor depend? How can the relative and the absolute humidity of the air be ascertained? 8. Name all the conditions which affect the amount of rainfall of any country. How does the average rainfall vary in different latitudes? Why? 9. Describe the distribution and comparative amount of moisture in North America. 10. What are the climatic conditions of the development of vegetable life? What is the characteristic vegetation of each of the several zones?

CHEMISTRY.

1. Define chemism, tetrad, combus-

tion, and catalysis. Give two or more examples of isomeric compound. 2. Describe the method you would use in preparing ammonia. Represent the reaction. 3. Define acids and bases. How are acids and salts named? 4. How would you test for carbon dioxide? Describe Marsh's test for arsenic. 5. A mass of gas at 15° C. and 762 mm pressure occupies 95 less l; what will be its volume at 25° C. and 758 mm pressure? 6. Describe Davy's safety lamp and explain the principle of its construction. 7. Describe the Bessemer process of making steel. 8. Give the properties of potassium and name its compound. 9. Explain the action of yeast in bread-making. 10. Give an account of the discovery of argon.

MUSIC.

1. What is a tone? What is a scale? What is a key? 2. Write the staff and place thereon in its proper position the G clef. Write four notes that will indicate four closely related tone lengths. What are measures? How are they indicated? 3. What is a Major Scale? A Chromatic Scale? A Chromatic Tone? A Compound Measure? 4. What is Modulation? What is Syncopation? Write four measures illustrating the latter. 5. What is an Authentic Cadence? 6. Write on the staff the G major scale, its relative minor and its tonic minor scales. 7. From what are the following taken: "The Heavens are Telling", "Hallelujah Chorus", "Honor and Arms"? Who is the composer of each? 8. Should music be made a physical, an intellectual, or an emotional exercise? How and why? 9. Name six choruses suitable for the ordinary high school. Give the compass of each voice in ordinary part singing. Name three German composers; three Italian composers; three English composers; three American composers. 10. Of what benefit do you consider music in the rural school? Outline a course in music for the rural schools.

WRITING.

1-3. Discuss position in writing: (a) Position of body. (b) Position of book or paper. (c) Position of pen or pencil. 4. Which should receive greater attention, form or movement? 5. How are skill and speed produced? 6. Should

there be much practice outside of the classroom? Why? 7. Why should the teacher require neatness and care in all written work? 8. Describe the Spencerian system. Make and explain all the principles of the Spencerian system. Give arguments for and against the use of this system in the public schools. 9. Describe the vertical system of penmanship. Give arguments for and against the use of this system in the public schools. What other methods, if any, have you used in your teaching? 10. State clearly your manner of conducting an exercise in penmanship.

DRAWING.

1. (a) Define pigmentary colors as opposed to spectrum colors. (b) Name the primary pigmentary colors, and the spectrum colors. 2. (a) Explain what is meant by contrasted harmony in elementary color study. (b) In the spectrum of eighteen colors, name in their order the colors which appear between orange and blue. (c) Give the combination of colors which the primary law of contrast does not reach. (d) Give a method by which comparative values of tint and shade may be quickly determined. (e) What beside light influences the color of objects? 3. What place would you give drawing and study of art in the school curriculum? Of what value is drawing as a factor in the child's development? 4. What is meant by perspective? Give the law of perspective which governs the representation of lines which are themselves parallel to the line of direction. What is understood by the picture plane? 5. Place in perspective a cube having a diameter of three inches, standing with one face at an angle of 70 degrees to the ground line, and the forward corner two inches from the ground line and seven and a half inches to the left. Use any scale. 6. Explain fully the difference between "object drawing" and "perspective drawing." 7. (a) Draw, in simple perspective, a piece of furniture, object, or corner of room; or, (b) A cylinder, or rectangular object in simple perspective. 8. Make a complete working drawing of a simple model or object. 9. Name an artist of the nineteenth century, two of his pictures, and give their characteristic features. 10. Give a general outline of the first three years' work in drawing.



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